



GUIDE TO FAMILY-DIRECTION



v.2019



IDAHO DEPARTMENT OF
HEALTH & WELFARE

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INTRODUCTION

This Guide Manual is designed to accompany the Guide Training hosted by FACS staff to enable you to start the Family-Directed Services (FDS) Program.

Your child should now have been assigned a budget and as their parents or legal guardian have completed an Information Meeting. The next step is to attend this Guide Training to learn more about your responsibilities in the Family-Direction program.

Consumer-Directed option for Medicaid services is available for people on the Children's Home and Community Based Services 1915i Home and Community Based Support Services State Plan Option.

Consumer-Directed Community Supports is based upon the concept of self-determination and has the following guiding principles:

- a. Freedom for the child to make choices and plan his own life;
- b. Authority for the child to control resources allocated to him to acquire needed supports;
- c. Opportunity for the child to choose his own supports;
- d. Responsibility for the child to make choices and take responsibility for the result of those choices; and
- e. Shared responsibility between the child and his community to help the child become an involved and contributing member of that community.

Although parents and legal guardians have much more control over choosing services and supports, funding is still subject to Medicaid rules and regulations.

Self-Determination is about having more control over the services and supports your child receives within limitations. A parent or court appointed legal guardian of a child eligible for children's developmental disability services can choose to direct their child's services.

The Family-Direction Program can provide services and support to help your child live the life they want. Under the parameters of the Program, you make sure your child's needs are met through the services and supports you choose. You have more control of what, who, and how much you pay for help every day based on fair market rates. The details of how all this works can be found in the rest of this guide.

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| Family-Directed Services is a Medicaid Program |
| Your child's Medicaid coverage pays for his FDS services. If his Medicaid lapses, you must immediately stop accessing this program as instructed. You will be responsible for services accessed during periods in which your child does not have Medicaid coverage. |

HOW DOES FAMILY-DIRECTION WORK?

If your child has been determined eligible for Medicaid developmental disability services and been assigned an individual budget by the Independent Assessment Provider (IAP), it is then the parents or court-appointed legal guardian's choice of which model to follow to build a plan of supports and services for their child – the Traditional Model or the Family-Directed Services Model. If you choose the Family-Directed Services (FDS) program, you are able to use these funds to buy services and goods your child needs for that year.

Your Team in the Family-Directed Program



Support Broker

A Support Broker is a qualified individual that will help you with the Family-Direction program. The Support Broker will help you assess your child's needs, write your child's plan, monitor spending as well as do other required duties. You will pay your Support Broker from your child's annual budget for the hours they work for you.

Natural Supports

A natural support is a person that provides support to you without receiving payment. Supports provided by a natural support person must be identified on the child's support plan, but time worked does not need to be recorded or reported to the fiscal employer agent.

Circle of Support

A Circle of Support is a group of volunteers who know you and your child and can help your family develop the services and supports your child needs. The circle of support is a means of natural

supports for the child and consists of people who encourage and care about the child. Work or duties the circle of supports performs on behalf of the child are not paid.

Community Support Worker

A Community Support Worker (CSW) is a person that you hire to provide services to your child. CSWs can only work one on one with your child; they cannot provide “group” services to multiple children, even if the children are siblings living under the same roof.

Fiscal Employer Agent

The Fiscal Employer Agent (FEA) is a business that helps you manage the money in your child’s budget to spend on their services. The FEA will help you keep track of the money your child has to spend on services and supports. Services include financial guidance and support, tracking, individual expenditures, monitoring overall budgets, completing and submitting state and federal tax forms.

Family and Community Services (FACS) Case Coordinator

FACS Case Coordinators will authorize *Support and Spending Plans* and provide ongoing technical assistance to FDS participants.

FACS Quality Improvement Team

A statewide team that conducts reviews to determine satisfaction with services, quality of services, unmet needs, community inclusion, review of timelines and documentation completion requirements, and compliance with program rules and procedures. The Quality Improvement Team also does observation of services.

FACS Case Manager

FACS Case Managers are an option for FDS participants who also receive Children’s Habilitation Intervention Services. A Case Manager can assist individuals and their families in various ways other than those the Support Broker is required or requested to complete. Case Managers can provide long-term or short-term services.



NOTES:

YOUR RIGHTS AND RESPONSIBILITIES

Rights protect you and your child and make sure that your child gets the services and supports he or she needs.

What are your child's rights?

Your child has the right to:

- Be treated with respect, privacy and receive humane care.
- Be free from harm. The right to be safe and not treated badly.
- Be free from fear. No one has the right to scare him or her, tie him or her down, or hurt him or her.
- Help when needed.
- Only receive medication prescribed by their physician.

Parents and legal guardians have the right to make choices that affect their child's life, such as:

- Where they will go to school.
- How they will be part of their community.
- How they spend their time.
- With whom they spend time.

You and your child have the right to:

- Know your child's budget.
- Reasonable access to records concerning your child. This includes, but is not limited to, recent experience surveys, service/implementation plans, status reviews and plan monitoring reports.
- Review the results of your child's assessments.
- Know your child's medical condition, needs based on the condition, and the services available and their cost.
- Work with your team to select times and locations of planning meetings that are most convenient to you.
- Invite guests to the planning meeting, including service providers and advocates.
- Lead your child's plan of service meeting and identify wants and needs for your child.
- Work together with your child's team to develop the plan of service.
- Have your child receive services under a written service plan.
- Services in the home and community (required), and in addition, services may be in the center.
- Decide where services are delivered in accordance with rule. Some services have specific locations in which they may be provided due to the nature of the service (for example, home, community or center).
- Refuse any services if you do not feel they meet the needs of your child.
- Choose and change service providers when you wish.
- Be present during any/all services and medical appointments, if you choose.
- File a complaint regarding your child's services (contact Family and Community Service (FACS) Supervisor below).
- Receive a response from the Department or agency within a reasonable timeframe.

- Appeal any decision made by the Department.
- Receive information in plain language and ask for clarification when necessary.
- Bring an interpreter. If you don't have an interpreter, other arrangements can be made.
- Humane care and treatment.
- Be protected from harm, including mental or physical abuse.

We have not listed all of your rights here. Your child's Support Broker or staff at the regional Family and Community Services (FACS) Office can help you with this.

Who protects my child's rights?

First and foremost that is you as the parent or legal guardian. If you have questions about your child's rights or need assistance, below are several Idaho resources:

Disability Rights, Idaho (formerly Co-Ad Inc.): 1 (866) 262-3462 www.disabilityrightsidaho.org

Idaho Legal Aid: www.idaholegalaid.org for regional contact numbers

Child Protection resources: Idaho Care Line by dialing 2-1-1 or 1 (800) 926-2588

Council on Developmental Disabilities: 1 (208) 334-2178

Family and Community Services Program Supervisors:

North ID: Pete Peterson 1-208-798-4117

Western ID: Sarah Allen 1-208-334-0970

Eastern ID: Heidi Napier 1-208-234-7945

Toll Free: 1-855-334-5512

What are my responsibilities?

These are the things you must do when you direct your child's services:

- Agree to the principles of consumer-direction.
- Be part of a family-centered planning meeting.
- Help plan and write your child's *Service and Support Plans (SSP)*.
- Decide the amount you will pay your child's workers.
- Write, sign and follow the *Employment Agreements* for your child's Support Broker and CSWs. Give copies of those agreements to the FEA.
- Make sure your *Employment Agreements* list the kind of support you are paying for, how much you are going to pay your child's worker – never above Idaho fair market rate - and how many hours and how long your child will get that support or service.
- Review all timesheets and invoices to ensure that your child received the service or support listed.
- As the parent or legal guardian, you must maintain and keep service and employment records, such as:
 - *SSP*
 - Receipts for goods purchased as authorized on the *SSP*
 - Service and support documentation sheets
 - Outcome reviews and summaries
 - Service and *Employment Agreements*
 - Employee hiring documentation
 - Employment timesheets
 - Employee/employer correspondence and receipts for a minimum of five (5) years regardless of its form or media.

To meet this requirement, it is recommended that records, communications and agreements be made in writing and copies be made and retained. Following a five (5) year period records may be disposed of in a confidential manner, such as by shredding.

Additionally, as a parent or legal guardian you must follow the Idaho Administrative Rules (IDAPA) 16.03.13 and the program's policies and procedures including, but not limited to:

- Ensure your child's SSP is submitted timely.
 - Initial plans must be written within 90 days of initial eligibility determination.
 - After the first year, **annual plans need to be submitted 45 days prior to the expiration of the current plan.** Plans submitted late may result in a lapse in service.
- Follow the SSP authorized by FACS.
- Follow your Child's *Health and Safety Plan (Workbook)* and *Back-up Plan (SSP)* to make sure he or she is safe.
- Work with a Support Broker or be your own child's Support Broker (if qualified).
- Work with a Fiscal Employer Agent (FEA) and follow FEA policies and procedures.
- Make sure your child's Community Support Workers know how to do the job you hire them to do and have the skills they need to support your child in a safe way.
- Make sure you are not spending more money than is in your child's budget for the year.
- Tell FACS if you are happy or unhappy with your child's services and supports and how they are provided to your child.
- Make choices that do not harm your child.



As a parent or legal guardian you must follow the Idaho Administrative Rules (IDAPA) 16.03.10 and 16.03.13 and the program's policies and procedures. A copy of these IDAPA rules can be obtained at www.familydirected.dhw.idaho.gov

What is Medicaid fraud or misuse of funds?

You are responsible to make sure you use your child's budget **only** for the services and supports authorized on your child's *Support and Spending Plan*. You must keep records, such as timesheets, receipts and invoices that show the type of service or goods purchased, how much you paid for the service or goods, and the number of hours provided. Keep all original receipts and make a photocopy as receipts fade over time. All timesheets must be signed by the Community Support Worker (CSW) or Support Broker before they are acted on by the Fiscal Employer Agent (FEA). **Always check the number of hours your employee is billing. By signing you are stating the number of hours billed is accurate and correspond with the *Support and Spending Plan*.**

Medicaid fraud is when the requirements around the use of Medicaid benefits are violated. Your child's budget for Family-Directed Services is a Medicaid benefit. You are required to:

- Keep a record of all the services and supports that your child gets. This includes all the receipts for goods purchased with FDS funds.
- Retain all your child's Family-Directed Services program paperwork.

- Examine every timesheet, invoice and bill to ensure they are correct.
- Make sure timesheets are signed by the person providing the service as well as yourself. When you sign you are verifying the accuracy.
- Talk to your regional FACS office if you think somebody is falsifying information or doing things that are against the law.

Some examples of fraud:

- Putting false information on a timesheet for one of your child's CSWs so they will be paid for doing work they did not do. You must only sign a timesheet or invoice for services and supports that were delivered. Do not sign a timesheet for a service or support your child did not get. **Never sign a blank timesheet. Never sign a timesheet with incorrect hours or with hours logged on incorrect dates. Never allow an employee to approve their own timesheet.**
- Signing an invoice (bill) for a service or good your child did not get and then sending it to the FEA to be paid.
- Using the check you receive as a payment to a vendor for goods on the *SSP* for something other than what was submitted to the FEA and authorized on the *SSP*.
- Changing or altering a recommendation form signed by a professional.

You are responsible to know Medicaid rules. If you break the rules, your child could lose their Medicaid benefits. Medicaid can also take you to court and you may have to pay Medicaid back for those funds (misused or falsified funds). Cases of suspected fraud are forwarded to Medicaid Program Integrity for investigation.

Fraud and abuse of public programs affects all of us. If you think someone who is getting Medicaid benefits is not following the rules, or you think a service provider is getting paid for services they have not provided, you should report this to Medicaid. Everyone can take responsibility to report fraud and abuse. There are three ways to report fraud and abuse of taxpayer money:

1. Call: 1-208-334-5754
2. E-mail a Provider Fraud Complaint Form to: prvfraud@dhw.idaho.gov
3. Complete a Provider Fraud Complaint Form and send to:

Fax: 1-208-334-2026

mail: Medicaid Fraud and Program Integrity Unit
PO Box 83720
Boise, ID 83720-0036

If you are filling out a form, provide as much detail as possible including a contact name, phone number or e-mail address. This will help us if we have additional questions regarding the information. you

What happens if I do not meet my responsibilities?

If you don't follow your responsibilities directing your child's services, your child might be taken off the Family-Directed Services Option and moved back to the traditional pathway. Your child will still get the services and supports he/she needs, but you will no longer be directing their services.

Reasons for involuntary transition from Family-Directed Services:

- You are not following program requirements.
- You are not willing to work with a Support Broker and/or a Fiscal Employer Agent.
- You do not follow your child's *SSP*.
- You do not follow your child's *Health and Safety Plan and Back-up Plan*.

- You make choices that put your child's health, welfare and safety in danger or you make choices that endanger or harm others.

If your child's health and safety are not in immediate danger

If FACS decides you may not be allowed to keep directing your child's services for any of the reasons above, you and your child's Support Broker will be sent a letter indicating that your child may be removed from the Family-Directed Services Option. If the removal was because of health and safety concerns, you may be given an opportunity to resolve the concerns. The letter will list the concerns you need to take care of and the date you need to give a plan of correction to the FACS Quality Improvement staff. You will have 10 days to write your plan of correction including any back-up plans, if indicated.

The Quality Assurance staff will review the plan of correction to determine if your changes will correct the health and safety concerns. They will approve the plan if the changes will correct the problems or they will deny the plan if your child's health and safety would still be in danger. The Quality Assurance staff will monitor the changes you list and agreed to in the corrective plan.

If your child's health and safety are in immediate danger

If the FACS Quality Assurance staff decides your child's health or safety is in immediate danger, your child will be removed from the Family-Directed Option. They will work with you to identify a plan developer who can help you write a transition plan. This plan lists the services and supports your child needs to live safely in the community.

If your child is removed from the FDS option, he/she can still get the supports and services they need. You just will not be allowed to direct your child's services and supports.

You are responsible for your child. Know the rules. Follow the law.

The Agreement to Direct Your Child's Services

Before you can start directing your child's services under the Family-Directed Program, you have to sign a document called the *Agreement to Select Consumer-Directed Services*. This document lists rules you will have to follow.

- Make sure your child is eligible for Medicaid and Children's DD services when billing for services.
- Follow your child's approved *SSP* and your child's *Health and Safety Plan Back-Up Plan*.
- Review and sign all timesheets and invoices.
- Buy all goods and services through the FEA as listed on the *SSP* with written vendor or *Employment Agreements*.
- Follow Support Broker and CSW *Employment Agreements*.
- Report abuse, neglect, or Medicaid fraud to the authorities immediately.
- Go to training to learn how the Family-Directed Service Option works.
- Make choices that do not harm your child or anybody else.
- Do not pay rates for services and supports that are more than the market rate.
- Use your child's budget for services and supports that help your child meet the goals you developed during family-centered planning.
- Stay within your child's annual budget amount.
- Work with a Support Broker and a FEA.
- Make sure your child's workers have the skills they need.
- As an employer, you must maintain and keep service and employment records for a minimum of five (5) years regardless of its form or media, this includes documents such as:
 - *Service and Support Plans*
 - Service and support documentation sheets

- Outcome reviews and summaries
- Service and *Employment Agreements*
- Employee hiring documentation
- Employment timesheets
- Employee/employer correspondence and receipts

To meet this requirement, it is recommended that records, communications and agreements be made in writing and copies be made and retained. Following a five (5) year period records may be disposed of in a confidential manner, such as by shredding.

YOUR CHILD’S SUPPORT BROKER

Support Broker Job Description

Support Brokers help the parent or legal guardian develop and manage the child’s services, providing support in a way that is flexible to their needs and abilities.

A Support Broker will help you plan the supports and services your child needs to reach their goals. They know how to use supports available or find new supports to help your child be part of the community. Support Brokers also help the parent or legal guardian develop a *Support and Spending Plan (SSP)*, monitor their annual budget and develop back-up plans to mitigate potential risks to the health and safety of the child. Additionally, Support Brokers assist in the process of managing employees, including recruiting, hiring, and monitoring as necessary.

Support Broker services are defined by IDAPA 16.03.13.136.02.a.- i. *as assistance to the child in the areas of planning, budgeting and negotiating their services.*

Required duties

A Support Broker has duties that are required, such as:

1. Participate in the person-centered planning process.
2. Develop a written SSP with the child that includes all the paid and unpaid supports that the child needs, wants and receives, related risks identified with the child's wants and preferences, and a comprehensive risk plan for each potential risk that includes at least 3 backup plans, should a support fail.
3. Assist the employer to monitor and review his budget.
4. Submit documentation regarding the child's satisfaction with identified supports as requested by the Department.
5. Participate with Department quality assurance measures, as requested.
6. Assist in the annual re-determination process as needed, including updating the *SSP* and submitting it to the Department for authorization.
7. Assist the child, as needed, to meet the child responsibilities in IDAPA rule and assist the child, as needed, to protect his own health and safety.
8. Complete the Department-approved criminal history check waiver form when a child chooses to waive the criminal history check requirement for a Community Support Worker (CSW). Completion of this form requires that the Support Broker provide education and counseling to the child and his circle of support regarding the risks of waiving a criminal history check and assist with detailing the rationale for waiving the criminal history check and how health and safety will be protected.
9. Assist children enrolled in FDS as they transition to adult DD services.

Additionally, the Support Broker may perform the following duties:

1. Assist the employer to develop and maintain a Circle of Support.
2. Help the employer learn and implement the skills needed to recruit, hire, and monitor workers.

3. Assist the employer to negotiate rates for paid Community Support Workers.
4. Maintain documentation of supports provided by each CSW and the employer's satisfaction with these supports.
5. Assist the employer to monitor community supports.
6. Assist the employer to resolve employment-related problems.
7. Assist the employer to identify and develop community resources to meet specific needs.

To be a Support Broker, a person will need to fill out an application to be reviewed and approved by the Department. The applicant will also have to go through the criminal history background check process, attend training, and pass an examination. This process does take time; it is recommended that you don't wait for anyone to become a Support Broker, including yourself, before you start accessing services.

A Support Broker cannot:

- Be a paid direct service provider for your child.
- Provide transportation to you or your child.

IDAPA rules state that every Support Broker:

- Must sign up with the FEA and give them required paperwork.
- Must have obtained a criminal background check clearance.
- Must have an *Employment Agreement* with you on behalf of your child.
- Must be approved by the Department to be a currently qualified Support Broker. Support Brokers must submit training hours annually to the Department to maintain their qualification. Support Brokers that have not maintained their qualification can't provide support broker services.

Who can be my child's Support Broker?

You can apply to be a certified Support Broker, if you qualify. The criteria are the same for parents as it is for all other Support Brokers.

A list of qualified Support Brokers is available from the Medicaid or website. The website for the Family-Direction program is at: www.FamilyDirected.dhw.idaho.gov.

Who cannot be my child's Support Broker?

- A service provider agency
- A person who does not clear a criminal history background check
- A person not authorized by the department
- An individual who has not maintained their support broker certification.

For information about the Idaho Administrative Rules Act (IDAPA), visit:
<http://adminrules.idaho.gov/rules/current/16/160313.pdf>

How do I choose the right Support Broker?

The Support Broker works for you and your child. Find someone you feel comfortable talking to and working with - someone who knows your community well and understands what you want for your child. It is critical that your Support Broker has excellent organizational skills, is highly detail oriented and easy to reach. Incorrect or late information submitted to the Department or to the FEA on your behalf could delay plans, plan changes, hiring, payroll, etc...

Things that may help you decide who would be a good fit to be your child's Support Broker:

- What kind of relationship do you want with your child's Support Broker?

- How do you want the Support Broker to work with your child and family and friends?
- What are things that you do not want your child's Support Broker to do?
- How often should your child's Support Broker visit or call you?



It is critical that your Support Broker is organized and detailed orientated. If incorrect, incomplete, or late information is submitted to the Case Coordinator on behalf of you or your child, services and/or payments may be delayed.

Submitted paperwork is reviewed on a first in, first out basis.

How do I interview people to be my child's Support Broker?

The first step is to tell the Support Brokers you interview about your child's goals and needs. This will help the Support Brokers understand what you expect them to do in the job. Then ask questions to learn more about them.

When you interview Support Brokers, be sure to get answers to all your questions before you decide who you will hire. Choose the person that gives you the best answers to your questions. You might want to ask a friend or relative to help you interview Support Brokers and hear what they think. Parents may wish to request a copy of the Support Broker's criminal history results that were processed prior to hiring a Support Broker. The Support Broker will have to have obtained a clearance to work as a Medicaid provider, but may still have a criminal background that didn't reach the threshold of a denial. Read more about criminal history background checks on page 52.

Possible questions to ask the Support Brokers you interview:

- Do you have experience working with children with similar disabilities?
- Do you have experience helping people make the kind of changes I want to make?
- How many other people do you work with right now?
- What if I need more time from you and you do not have that time to give?
- How would you help my family with my child's budget?
- What do you think it would be like to work for my family?
- How have you been an advocate for the people you work for?
- What do the people you support now think about you as their Support Broker?
- Do you have any questions about my child and the services and supports he/she needs?
- Are you competent in completing timely, accurate paperwork?
- Do you know the rules and regulations of the Family-Direction Program and keep abreast of changes?

Working with your child's Support Broker

Once you find a good Support Broker for your child, you need to decide how you will work together.

You decide how much help you want from your child's Support Broker.
You pay the Support Broker for the hours they work for you and your child.

You must complete an *Employment Agreement* that describes what kinds of things the Support Broker will do for you and your child, how many hours per week or month they will work, how often you will meet together, and how much you will pay them.

There can't be a lapse in Support Broker services, if you decide to fire your child's Support Broker, you will need to hire a new one to start the next day, so plan accordingly.

If your Support Broker decides to quit, they are required to give you a 30-day notice before they stop working for you and your child. They must help you find a new Support Broker and help you and your child's new Support Broker write a service transition plan that has your child's updated *SSP* in it.

Support Brokers are required to assist children enrolled in the Family-Directed Service Option as they transition to adult developmental disability services.

Steps in Hiring a Support Broker

The Support Broker will be your employee, and thus you, the employer, are responsible for hiring and monitoring the quality of their work they are completing for you. If a Support Broker is not meeting your expectations, meet with them to try to work the issues out. If attempts to resolve issues or misunderstandings have failed, it is your responsibility to "fire" them and hire a new Support Broker. There can't be a lapse in time between Support Brokers in which you are without a Support Broker. Further in this manual transition instructions will be given.

If you meet the qualification criteria, you can apply to become a Support Broker. You cannot be paid for the services you provide to your own child, however the money typically spent on Support Broker services will not be deducted from your child's plan.

- Step 1.** Interview, choose and hire a Support Broker. Complete the necessary paperwork before your new Support Broker does any work for you.
- Step 2.** Gather your Circle of Support.
- Step 3.** Complete the Family-Centered Planning process: You, your Support Broker, and Circle of Support talk about what your child's needs are related to his or her developmental disability, what you want for his or her future, and how he or she will reach those goals. Record this information in the *Workbook*.
- Step 4.** Write your child's *SSP*. Use the *Workbook* to write your plan. The *Workbook* is your child's *Assessment of Needs*; everything on the *SSP* should be found in the *Workbook*.
- Step 5.** You and your Support Broker use the information from your child's *Workbook* to write the support part of your child's *SSP*. Include all paid and unpaid supports.

The *SSP* lists your child's goals, the steps needed to reach these goals, what other people in your child's life can do to help, services and goods you plan to buy with your child's FDS budget, other Medicaid funding the child is receiving, and other non-Medicaid funding the child is receiving.

- Step 6.** Decide who you will hire to help your child (provide services and supports) and how much you will pay them.
- Step 7.** Enter this information into the spending part of your child's *SSP*.
- Step 8.** Your Support Broker sends the completed *SSP* to the regional Family and Community Services office by emailing to the centralized email address.

Your *SSP* will be sent to the regional Family and Community Services (FACS) office for authorization. Once authorized, your child's support and spending plan with their individual budget amount is sent to the Fiscal Employer Agent (FEA). Based on what has been approved on the *SSP*, the FEA will pay for

your child's services and supports with money from your child's budget and will provide you and your Support Broker with records of spending.

Get Your Child's *Support and Spending Plan* Approved

Before you can buy services and supports, your child's **SSP must** be authorized by the Family and Community Services office.

Step 1. You will get a *Notice of Decision* from the FACS Case Coordinator which will do one of these things:

- Approve all or part of your child's plan
- Ask for additional information
- Suggest changes to your child's plan
- Deny your child's plan

Step 2. You, the Fiscal Employer Agent (FEA), and your Support Broker will be notified after your child's SSP is approved.

Timeline to write the *Support and Spending Plan*

The SSP must be written within 90 days of eligibility determination by the Independent Assessor. If the SSP is not written in 90 days, the Case Coordinator will send a "*Notice of Failure to Complete Plan in 90 Days*" and the case file will be closed. The family will then be required to reapply for services by filling out a Children's DD Application Update Form. This form should be submitted to Children'sDDIntake@dhw.idaho.gov when completed.

Put the Plan into Action

After your child's SSP is completed and approved, it's time for the following steps:

Step 1. Complete an *Employer Packet* and submit it to the Fiscal Employer Agent (FEA).

Step 2. Instruct your child's Community Support Workers (CSWs) to complete *Employee Packets*.

Step 3. Send the FEA all required paperwork, including all *Employment Agreements*.

Step 4. Begin the supports and services as authorized in your child's SSP and *Employment Agreements*.

Step 5. Go to the FEA's online web portal to monitor your child's monthly budget reports.

Step 6. Supervise your child's CSWs. Your Support Broker can help if you need assistance.

Step 7. Talk with your Support Broker if you need to change your child's plan and send the plan changes to the regional FACS Case Coordinator for approval.

Step 8. Every year at redetermination, your child's eligibility and budget will be re-assessed. do not write a new plan before receiving your new budget notification from the independent assessor.

Step 9. FOLLOW THE PLAN AS WRITTEN and AUTHORIZED.

What if I decide Family-Direction doesn't work for me?

If you choose Family-Directed Services and then decide that it is not working for you or your child, you can stop using this option and return to traditional services. You will need to inform your child's Support Broker, other employees, and Case Coordinator that you plan to stop.

The FACS Case Coordinator will follow steps to help you change to traditional Children's DD services. You will be assigned a Case Manager who will assess your child's needs and work with you and your child to write a new plan with services from the traditional program.

You will not have a Support Broker, hire your own workers, or work with a Fiscal Employer Agent (FEA) in the traditional model. You still use your child's Medicaid card for medical services (like doctor visits),

ancillary services (like Occupational Therapy), and to buy equipment and medical supplies (Durable Medical Equipment).



NOTES:

CIRCLE OF SUPPORT



What is a Circle of Support?

A Circle of Support is the team that works with you to help plan your child's services and supports.

You choose who will be in your child's Circle of Support. They can be family members, friends, neighbors or anyone who knows your child and your family and who is willing to provide the time and support you need.

Choose anyone who knows your child well and believes in you and your child's interests, wants and needs. There is no required number of people for this team.

A Circle of Support can help you:

- Write dreams and goals for your child's life.
- With family-centered planning.
- Write your child's *SSP*.
- Find the services and supports your child needs in the community.
- Make sure that your child is safe and healthy.

What are natural supports?

Natural support is help that you don't have to pay for. You might have a friend or a family member who can help you for free. They might be neighbors or people you meet in your community. Your child's Circle of Support is a kind of natural support. People you choose to be in your child's Circle of Support do not get paid to be part of the Circle of Support.

Examples of natural support:

- A friend gives your child a ride someplace they need to go.
- A family member comes to your house to help your child when you are sick.
- Your child belongs to a club and the other club members provide support for him/her to participate.

What are paid supports?

Paid supports are services and supports that you pay for with your child's budget. Examples are Community Support Worker (CSW) wages and goods (like equipment) you may buy.

During family-centered planning with your child's Circle of Support, talk about the natural supports in your child's life. When you write your child's *SSP*, it will have the services and supports:

- Paid for with your child's FDS budget account
- Paid through the child's Medicaid card
- Paid through other sources
- Unpaid, natural supports.

It is important to make sure that your child's budget will last all year to pay for the services your child needs. If you have more natural supports in your child's life, you may be able to make your child's budget last longer.

FAMILY-CENTERED PLANNING

Family-Centered Planning

We all have hopes and dreams for our child's future. Some we can work on our own, some take support from others.

Family-centered planning helps you and your child think about their hopes and dreams (life goals) and what kinds of support they need to reach those life goals. Part of it is talking about what your child likes to do and can do well. It is also finding out what things get in the way of doing the things they like to do. This may be a behavior that is a barrier to reaching a goal or a skill they wish to develop to live a more independent life. Family-centered planning is a chance to plan to make changes in your child's life and work towards you and your child's goals.

The most important thing about Family-Centered planning is...
MAKING YOUR CHILD THE FOCUS OF THE PLANNING

Your child's Support Broker will help you with the family-centered planning process and write your child's plan. You can use the *Workbook* to help you brainstorm about how you want your child's life to be and any changes you want to make in their life.

It will help you to answer questions about your child, such as:

- What is important to you and your child?
- What kinds of activities does your child like to do each day?
- Who does he or she like to spend time with?
- What things does your child want to do in the community?
- What goals does your child have?
- What goals does your family have for your child?
- Does your child need help with personal care, like bathing or dressing?
- Does your child need help learn money skills?
- Is your child ready to volunteer or start a job?
- Does your child need help learning community living skills?

It will also help you to think about:

- Things your child can do by himself or herself.
- Things he or she needs help to do.
- Natural (unpaid) supports you have in your life.
- Kinds of supports and services your child needs.

Family-centered planning starts with asking about your child's needs. Think about things your child is interested in, what talents and skills they have and what goals you and your child have for his or her life.

During family-centered planning, you can fill out a *Risk Identification Tool* form. This form will help you talk about important things you need to plan for to keep your child safe and healthy.

THE BUDGET



What is a Budget?

A budget is money from Medicaid that can be used to buy services and goods listed on your child's *Support and Spending Plan (SSP)*. This amount will be all your child gets for one year.

How is the budget amount decided?

The Independent Assessment Provider (IAP) will do an assessment with your family to find out if your son or daughter is eligible for Children's DD services. During the assessment, the IAP will fill out forms and gather other information about your child.

This assessment finds out what kinds of support your child needs because of his or her disability and determines the amount of your child's budget for one year. You will get a letter that tells you your child's budget amount.

Every year your child's eligibility will be re-assessed to make sure he/she is still qualified for developmental disability services and for what budget. If your child's needs do not change, his budget should stay about the same for the next year. If your child's needs have changed from the last assessment, then you need to make sure the assessor knows about the changes and that more or different services and supports may be needed.

What if I disagree with the budget?

If a family disagrees with their child's budget amount and/or eligibility determination they have the right to appeal the Department's decision and request an administrative hearing. Appeals must be filed in writing and include:

- The child's name, address and phone number
- Remedy requested
- A copy of the decision that is the subject of the appeal and the reason for disagreement

Families have twenty-eight (28) days from the date the decision is mailed to file an appeal. To do so a family must request a Department administrative hearing as stated in IDAPA 16.05.03.10. An appeal is considered filed when it is received by the Department or postmarked within the time limits set forth in these rules.

Appeals should be mailed to:

Administrative Procedures Section
450 West State Street, 10th Floor
P.O. Box 83720
Boise, Idaho 83720-0036



NOTES:

THE SUPPORT AND SPENDING PLAN



What goes in my child's Support and Spending Plan?

The Support and Spending Plan (SSP) lists all the services, supports, and goods needed to support your child in their community and to aid them to reach their goals in the upcoming year. You must follow this plan through the year to buy the services and supports authorized on the SSP by the FACS Case Coordinator.

Your child's budget must last all year. During the planning process, it is important to think about all the support, services, and goods your child will need during the year when you write their SSP.

Comprehensive Plan

The SSP is a document that functions as your child's annual plan of care. This document must not only include all goods and services your child will receive during the year but must also include services and supports available outside of the FDS program and outside of Medicaid-funded services which help the child meet goals related to their developmental disability.

For example, if your child sees an OT, PT, or SLP at school or a private clinic, these services must be on the plan on the *Other Supports and Services* page.

The SSP also serves as a budgeting tool as it provides opportunity to allocate the budget as needed throughout the plan year. Lastly, the SSP is used to authorize the spending of the goods and services on the plan at the rate on the SSP. **No services or goods can be purchased without the authorization signature of your Case Coordinator.**

What services, supports, and goods can be requested on my child's SSP?

Under the Family-Directed Services option, there are services and goods that you are allowed to buy with your child's budget, once authorized, and other services and goods that can be purchased with their Medicaid card. There are certain things that you cannot buy with Medicaid money. The lists on the next page gives examples of services and goods you should continue to buy with your child's Medicaid card.

As stated, you can only use your child's budget to buy the services, supports and goods authorized on your child's SSP. "Services and supports" help children build skills, reduce maladaptive behaviors, take care of personal needs, or integrate into the community. "Goods" are equipment and medical supplies that you buy to help with your child's disability.

The purchase of goods and services support you in increasing your child's independence or acts in substitute for human assistance. Goods and services may also decrease the need for other Medicaid services.

An annual plan must not include both a request to purchase individual goods and services as a substitute for human assistance and a request for the same type of assistance from a person.

If your child has previously been approved and has purchased goods and services to be a substitute for human assistance, you should not request the assistance of a person for this same assistance without written documentation to justify the request.

If for any reason the good purchased is less than the amount on the voided receipt provided to the FEA, excess funds must be returned to the FEA immediately. For example, if the good went on sale

after the voided receipt was obtained, and the check to the vendor from the FEA is larger than the new cost of the good, excess funds need to be returned to the FEA immediately.

Goods and Services you can buy with your child's Family-Direction budget:

- Support Broker Services
- Fiscal Management Services
- Community Support Services
- Adaptive Goods

For more information on services and goods allowable under the FDS program, please refer to Allowable and Non-Allowable Expense Sheet.

Services to buy with your child's Medicaid card and not with Family-Direction funds:

- Children's Habilitation Intervention Services
- Medical services like doctor visits or hospital stays
- Transportation to medical appointment and therapy
- Medications
- Occupational Therapy, Physical Therapy, Speech Therapy, Durable Medical Equipment (DME), Psychologist, School-based services

How do I make my child's budget last all year?

When you get your child's budget amount, it is for one whole year (12 months). It is important to plan for the whole year when you think about the services, supports, and goods you need. If your child needs services and supports every day, figure out how much of that service your child needs each month and how much it will cost. When you finish your child's SSP, you will add up how much all of the services and supports your child needs every day, week or month for the whole year. This amount cannot be more than your child's annual budget.

All hourly wages budgeted in the SSP include employer taxes. Employer taxes will be computed for you by your Support Broker for each employee based on their individual factors and charged against the employer's budget.

The percentage paid for each employee will vary over the course of the year depending on individual income and tax factors but will typically range between approximately 9.8% - 15%. This percentage will change as state and federal rates change. Taxes are typically set in December to take effect in January for the coming year. SSP budgets will have to be monitored to make sure there is room for this slight fluctuation in "gross wages".

The following are examples of typical taxes that will be paid on your child's Community Support Worker's wages:

- | | |
|-----------------------------------|-----------------------|
| • State unemployment tax (SUTA) | • Medicare tax |
| • Federal unemployment tax (FUTA) | • Social Security tax |

This is a good time to think about any natural supports you have in your child's life or that you might be able to find in your community. If you have more natural supports in your life, you may have more money in your child's budget you can use for services and supports that you have to pay for.

What paperwork do I need to complete for the SSP?

The SSP paperwork has many parts, including the *Workbook*. The required components of an SSP are:

The Workbook: Needs Assessment to identify your child's needs to be carried over to the SSP.

SSP Coversheet: Complete demographic information in detail and obtain signature of parents or legal guardian and Support Broker, at a minimum.

Annual Support Plan: Write your child's goals and the kinds of support needed. Include details on the work your Community Support Workers will do for your child. Complete Steps to Independence to include what can be done to develop more independence.

Other Supports and Services: Services and supports available outside of the FDS program and/or outside of Medicaid-funded services which help the child meet goals related to their developmental disability. For example, if your child sees an OT, PT or SLP at school or a private clinic.

Back-Up Plan: If problem or at-risk behaviors were identified on the *Workbook* that jeopardize the health and safety of others, or if there are any other health and safety issues others need to know while supervising the child to ensure the child's safety, they need to be identified on the Back-up Plan.

Annual SSP Authorization: Include how many hours your child needs of each type of service and support and who is going to provide it. All the services, tasks, and goods your child needs are listed, so that the Case Coordinator can look at your plan for approval and authorization.

Support Broker Authorization: Include hours allocated to each required support broker duty and any additional requested job duties along with their hourly wage. This must be included even if the Support Broker is unpaid.

Fiscal Employer Agent Annual Authorization: Number of months in which the FEA will be utilized times their monthly rate.

Annual Plan Authorization Summary: Total amounts from the Annual SSP Authorization pages for all of the support your child will need for the year.

Choice and Informed Consent Statement: Your signature indicates that you know what is in your child's plan and agree with it and you accept the responsibilities of directing your child's services. If services are used for fewer than 12 months during the plan year, there is also a place where you sign acknowledge how your child is supported when services are not being accessed.

Your child's Support Broker will help you fill out the paperwork to complete the SSP.

How is my child's plan approved?

Your Support Broker will send the completed SSP to the central email address, DDFamilyDirectedProg@idaho.dhw.gov for review by the Case Coordinator.

Included on top of the sample SSP in your folder is a FDS *SSP Required Component Checklist* which is a comprehensive list of what needs to be included with an SSP when submitted to the central email address.

How do I make changes to my child's plan?

At times you will want to make changes to the annual plan that has been authorized. This is done by completing a *Plan Change Form* which your Support Broker will submit to the Case Coordinator.

Below are situations in which you need to request a Plan Change:

- If your child's needs change and they need different services or supports.
- You would like to move money from one support category to another.
- Pay increases for CSWs.
- To add a new service, task, or good.
- Increase or reduce budget dollars to a service, task, or good previously approved on the SSP.

After reviewing your plan change, FACS can decide to do one of these things:

- Approve the change
- Deny the change
- Recommend other changes

PLANNING FOR SAFETY

It is important for every person to think about things that can go wrong if they don't get the help they need.

What things do people need to know about your child that could lower risk and keep your child healthy and safe?

What should be in my child's Health and Safety Plan?

Your child's *Health and Safety Plan* lists things people need to know to help your child be safe and healthy every day. It includes things about your child's health that people need to pay attention to like problems with eating or drinking, therapies, medications, and allergies. We know that you, as a parent, understand how important it is that your child stays healthy and safe.



Your child's *Health and Safety Plan* provides you with a tool to write down the things others need to know about your child when they are at home, at school or in the community that would put them at risk if there isn't a plan to keep them safe. This might include things like:

- Running into the street
- Hitting or biting others
- Talking to strangers
- Dealing with bullies
- My child likes to walk out of the store without paying for things.
- If my child eats anything with wheat in it, they will have an allergic reaction.

If you want other ideas about the things you should think about to keep you safe, the *Risk Identification Tool* can help you to review the most common risk factors.

Once you have completed your child's *Health and Safety Plan*, you will need to write a *Support Plan* to go along with each of the identified risks. This *Support Plan* will say who will provide the help and what they will do.

Things to think about

Some signs that your child's health or life is in immediate danger:

- Loss of consciousness
- Difficulty breathing
- Bleeding or injury
- Infection that is getting worse
- A sore changes color or has drainage
- Other (you know other things about your child's body and health)

You might want your child to carry a card or small piece of paper with them that has important information about them on it and put a copy up in your home where everyone can see it. Some things to put on this card:

- Your child's diagnosis – their disability and/or medical needs.
- All the medicines your child takes and how many times each day.
- Any allergies your child has.
- Health conditions that might happen (like a seizure) and what to do.
- Emergency contact information.
- Name and phone number of your child's doctor(s).
- Insurance information.

It is important to write down the names of people who will help your child in an emergency and people you can call if your child is sick. By each person's name put their phone numbers (home, cell and work) so that you know how to contact them when you need to.

How can I keep my child safe in my home and community?

CSWs can work closely with your child in your home. No matter how nice a person is, it is important to develop habits to protect your child, your family and your property so there is less question or suspicion if something goes missing.

Here are some ideas on ways to protect your child and your family's belongings.

- Be present and actively participate in part of all your child's therapy.
- Be actively involved and easy to reach during services.
- Tell your child's worker exactly what, when, and how you like things done - write it down.
- Put things in a safe place. Always lock up your jewelry and other valuables.
- Do not have workers help with you or your child's money (e.g., SSI), unless that is part of their job description. Keep cash, checkbooks and credit cards in a safe place.
- Do not have workers buy things with your debit card or let them know your pin number or social security number.
- If you have a worker buy things, get a receipt, and make sure you get correct change.
- Do not let workers have access to your bank accounts.
- Do not sign papers if you do not know what they are for and why you need to sign them.
- Make and stick with rules about using your phone, food, utilities, or personal things.
- Pay attention to your child's medications. Keep medications in a safe place and keep track to make sure none are missing.
- Make an emergency plan with phone numbers and put it someplace that is easy to find.
- Have every day and emergency supplies in their places at all times and let your child's worker(s) know where to find them.

What is abuse, neglect, or exploitation?

If somebody is hurting your child, talking or acting mean or disrespectful to your child, touching your child in a way that makes them feel uncomfortable, or taking or using your things without permission are all forms of abuse. Types of abuse include:

- | | | |
|------------|----------------|-------------|
| • physical | • financial | • neglect |
| • sexual | • exploitation | • emotional |

Critical Incidents

The Family Directed Services program is required by federal funding authorities to track and investigate all "critical incidents" in which children enrolled in the program are involved.

Types of Critical Incidents

Critical incidents are often related to the categories below. These incidents need to be reported to appropriate law enforcement and your FACS Case Coordinator.

- Abuse - The intentional or negligent infliction of physical pain, injury or mental injury (Idaho Code – 39-5302(1))

- Exploitation - An action which may include, but is not limited to, the misuse of a vulnerable persons' funds, property, or resources by another person for profit or advantage (Idaho Code, 39-5302(7)).
- Suspicious death of a child - A death is labeled as suspicious when either a crime is involved, accident has occurred, the death is not from an expected medical prognosis, a child dies unexpectedly under care, or when a child's death occurs because of trauma in a medical setting.
- Hospitalizations - when a child is hospitalized as a direct result of an incident by a paid provider (medication error, physical injury, quality of care, neglect, treatment omission, or failure to follow established plans of care).
 - Injury Caused by Restraints - an injury to a child is caused by any of the following restraints:
 - 1) Physical restraint is any manual method or physical or manual device, material or equipment attached or adjacent to the child's body that the individual cannot remove easily which restricts freedom of movement or normal access to one's body;
 - 2) Chemical restraint is any drug that is used for discipline or convenience and not required to treat medical symptoms:
 - Discipline is defined as any action taken by the provider for the purpose of punishing or penalizing children.
 - Convenience is defined as any action taken by the provider to control a child's behavior or manage a child's behavior with a lesser amount of effort by the provider and not in the child's best interest.
 - Medical symptom is defined as an indication or characteristic of a physical or psychological condition.
- Medication error - any type of medication related mistake that deviates from the prescription that may negatively impact a child's health or cause him/her serious injury.
- Neglect - Failure of a caretaker to provide food, clothing, shelter or medical care reasonably necessary to sustain life and health of a vulnerable adult or child, or the failure of a vulnerable adult to provide those services to him/herself (Idaho Code 39-5302(8)).
- Child is the victim of a crime - A child who suffers harm as a direct result of an act committed, or allegedly committed, by another person in the course of a criminal offense. Harm means the child suffered actual physical harm, mental injury, or the child's property was deliberately taken, destroyed or damaged.
- Safety - the child is placed in a position of danger and risk either intentionally or unintentionally.
- Serious injury - an injury that requires professional medical treatment, e.g., hospitalizations, fractures, and wounds requiring stitches.

Upon receiving a report of a critical incident, FACS staff will investigate to see if it's necessary to make any changes to program procedures, additional safeguards put into place and appropriate referrals made.

CHILD PROTECTION STATEWIDE INTAKE NUMBER
1-855-552-kids (1-855-552-5437)
within the Treasure Valley 1-208-334-5437

IMPORTANT TRANSITIONS

As your child gets older it is important to help him/her to have a bigger voice in 'person-centered' planning. It is important that your child's preferences are understood by the people in their life and their Circle of Support in whatever way they are able to communicate. By the time your child is a teenager, they should be developing skills to advocate for their goals, needs, and the life they want. This will help them be ready to take charge of planning when they become an adult and begin to self-direct their services.



Transitioning from the FDS to adult Self-Direction program involves an entirely new enrollment packet because the IRS forms, Employee Identification Numbers (EIN), etc. are executed and held by a different person (the adult child). Who signs the enrollment documents depends upon whether or not there is a legal guardianship in place when the child transitions. Because the child is transitioning to an adult program, the parents cannot sign the enrollment documents under their parental guardianship while the child is a minor, and the child's signature on the documents is not valid until their 18th birthday.

The Fiscal Employer Agent (FEA) would like to have the adult Self Direction enrollment documents, caregiver packets, and approved SSP in hand before the actual transition date, if at all possible. This will allow time for the FEA to process the necessary paperwork to have the child and caregivers active in their system on the child's 18th birthday, which will reduce the chance of service gaps due to FEA paperwork. The FEA can then terminate the authorized services under the FDS program the day before their 18th birthday and start Adult FEA services on their 18th birthday.

All 17-year-olds should have a "transition plan to adult services" on their *Workbook*. The family should start thinking about the child's transition into adulthood much earlier - when the child is as young as 14, to optimize independent living skills such as money management skills, vocational skills, etc. A CSW can support a child at a job or work on functional independent living skills such as balancing a checkbook, paying bills, etc.

Transitioning from Children's to Adult Services

The Family-Direction Program ends upon the child's 18th birthday. DHW's goal is to provide a process to smoothly transition to the adult program and minimize any interruptions in services.

Six to nine months prior to turning 18, an application can be submitted for adult DD waiver services, however, the only adult DD service that can begin prior to the age of 18 is plan development.

Medicaid staff in the adult program will complete an intake process then forward the application and any other intake documents to the Independent Assessment Provider (IAP) to determine program eligibility for adult DD services.

Upon receiving the referral from DHW, the IAP can begin the assessment process and determine eligibility prior to the child's 18th birthday. Documentation is needed for eligibility determination for adult services. Childs may need to be referred for evaluations and diagnosis or asked to obtain evaluations through their school (for autism a standardized autism assessment such as the ADOS, for seizure disorders a recent neurological evaluation is helpful, a physician's evaluation for cerebral palsy, etc.)

When eligibility has been determined due to an Intellectual Disability, a psychological evaluation using an adult IQ test is most often required to determine eligibility for the adult program. It is very helpful to have this completed prior to transition to adult programs.

The IAP will send the child a letter indicating if they are eligible for DD and waiver services and the budget amount. If the child is deemed ineligible, the letter will include information on their right to appeal of the decision.

Remember from Chapter One, Self-Directed Community Supports (SDS) is a program option for adults eligible for the Adult Developmental Disabilities Waiver. The eligibility criteria for the FDS program is broader than the eligibility criteria for the adult program, SDS. Not all children in the FDS program will be Waiver Level of Care, thus may not be eligible to continue in the SDS program.

Children who are eligible for the adult DD Waiver can choose the Traditional pathway or the SDS pathway. Children who choose SDS will be referred back to a Medicaid Care Manager to continue this process.

Children who choose the adult Traditional pathway will make a decision regarding what agency they would like to have as their Plan Developer and begin the person-centered planning process that leads to the development of an adult DD services plan that will guide services through the next year.

Financial Eligibility

Children transitioning from children to adult services must complete the process to get adult Supplemental Security Income (SSI) benefits in order to continue their Idaho Medicaid. In some cases, this process cannot be completed until the child turns 18. It is critical to follow the Social Security Administration's adult disability determination process timely as letting it lapse will affect Medicaid eligibility.

Transition from adolescence to adulthood

The years between 14 and 18 of age are important years in the transition process. There are many considerations beyond DHW disability services. Below are considerations to keep in mind during the transition process:

Adolescence

- Initiate transition planning with IEP team annually beginning at age 14
- Include functional academics to support independence and life skills
 - Math (budget, money management skills)
 - Reading (identification and comprehension, community safety signs)
 - Writing (filling out forms, signing checks, writing resumes)
 - Pre-Vocational skills
- Computer use
- Identify career interests and skills; additional education or training requirements
- Broaden experiences with community activities and expand friendships.
- Obtain a state of Idaho ID card and learn how/when to use it

Approaching Adulthood

Self-Determination

- Knowledge of one's own disability and learning style
- Knowledge of rights
- Knowledge of appropriate, effective communication and assertiveness skills

Independent Living Skills

- Planning for emergencies and crises - are there other health and safety issues?
- Community training (banks, post office, shopping, libraries, transportation, etc.)
- Residential living skills (cleaning, paying bills, other household maintenance tasks)
- Communication skills
- Recreation/leisure and social relationships
- Self-medication/health and Safety

Other Issues to Consider

- Guardianship
- Special needs trusts/estate planning
- Insurance
- Income and benefits maintenance (Medicaid, SSI)

Adulthood

- Adult Care Management (Idaho Bureau of Developmental Disability Services)
- Social Security and Medicaid

Career Exploration and Development

- DVRS (Division of Vocational Rehabilitation Services) is a possible resource
- Vocational evaluation
- Job exploration and job sampling, apprenticeships and part-time employment
- Supported Employment
- Vocational/ technical school

SSI & Children Turning 18

SSI or "Supplemental Security Income" is a federal program that provides monthly payments to individuals with limited income and few assets who are 65 years of age, blind, or have other disabilities. The program, ran by the Social Security Administration, is not financed from Social Security taxes or the Social Security Trust fund, rather by the general revenue funds of the US Treasury.

Applicants with disabilities must meet Social Security's definition of a disability to be eligible for assistance. A disability is a "physical or mental impairment that is expected to keep an individual from doing any substantial work for at least a year or is expected to result in death."

When a child with a disability turns 18, several things happen in relation to his/her Supplemental Security Income (SSI) benefits. First, the young adult must reapply with the Social Security Administration for SSI benefits as an adult. The Social Security Administration will use different disability criteria than what was used to evaluate a child's disability. (If a child has been receiving Social Security - Child's benefits, when he/she turns 18, they will have to apply to begin receiving benefits as a "Disabled Child" who is an adult.)

You can prepare for this re-application by keeping medical and school records updated and complete. Childs may be asked to provide records that document a condition and how it affects the ability to work. This may include records such as:

- ☐ Hospital stays and surgeries
- ☐ Visit to doctors and clinics, dates, reasons and address,
- ☐ Names of medicines
- ☐ Work History (employer, address and dates worked)
- ☐ Counseling and therapy
- ☐ School information including special classes, programs or tutoring
- ☐ A list of teachers and counselors who have knowledge of the child's condition

A family's income and resources will no longer be considered when determining an adult's financial SSI eligibility; only the child's resources and income will count. Once a child turns 18, the amount of their SSI check will be based on his/her monthly income and living arrangement.

Parents or legal guardians should receive a packet from the Social Security Administration with information about re-determination of the child's benefits as an adult. It is critical that you respond

promptly to this letter. If you don't receive a letter, contact your local Social Security Administration office. Request that SSI coverage be extended, if necessary, while an adult eligibility determination is being made.

Guardianship

At the age of 18, a parent's natural guardianship ceases by law, whether or not their child has a disability - regardless of the severity of the disability. Any person attaining the age of 18 is recognized as a competent adult by law and remains so unless found incapacitated by a court of law. Without the court determination that an individual is incapacitated, that individual retains all constitutional rights and is responsible for making his own decisions. These rights include the rights to make decisions regarding residence, medical care, contracts, marriage and lifestyle.

Not all persons with a developmental disability need a guardian. Support from family or other trusted people can provide necessary support to make important decisions. Other types of support (e.g., joint bank account, rep payee, power of attorney), assistance and counseling maybe all that is necessary.

Parents often wish to try to protect their child by establishing some control over their adult child's life. They may fear that their adult child may not act responsibly, be taken advantage of or make poor decisions. Unfortunately, a guardianship is not typically an effective means to prevent this. Although legal authority is established upon the appointment of a guardian, the guardianship itself cannot stop a protected person from taking actions that their parents may not agree with.

Additional resources on guardianship and alternatives to guardianship can be found on the websites listed below:

Disability Rights Inc., Idaho <https://disabilityrightsidaho.org/resources/>
Crisis Prevention and Court Services (CPCS) <https://CPCS.dhw.idaho.gov>

Residential Services

As children reach adulthood, they often prepare to leave the nest. Adults with a developmental disability may live independently in the community with varying levels of support. Regardless of the living situation, it is important that individuals have both choice and independence to keep them health and safe.

Transition Schedule for Parents
Steps to Adult DD Services

| | | | |
|----|--|--------------------|-----------------------|
| 1. | App to Adult DD | Target Date: _____ | Date Completed: _____ |
| | | Notes: _____ | |
| 2. | Meet with Liberty | Target Date: _____ | Date Completed: _____ |
| | | Notes: _____ | |
| 3. | Phone call with SR | Target Date: _____ | Date Completed: _____ |
| | | Notes: _____ | |
| 4. | Receive Eligibility Letter | Target Date: _____ | Date Completed: _____ |
| | | Notes: _____ | |
| 5. | Choose a Plan Developer/Support Broker | Target Date: _____ | Date Completed: _____ |
| | | Notes: _____ | |
| 6. | Choose Providers | Target Date: _____ | Date Completed: _____ |
| | | Notes: _____ | |
| 7. | Submit Plan to BDDS | Target Date: _____ | Date Completed: _____ |
| | | Notes: _____ | |
| | Turn 18! | Notes: _____ | |

FISCAL EMPLOYER AGENT

What does a Fiscal Employer Agent do?

The Fiscal Employer Agent (FEA) is a business that can help you manage the money in your child's budget to spend on their supports and services. The FEA will help you keep track of the money your child has to spend on services and supports. The FEA will:

- Give you a packet of information about your duties as an employer and what paperwork you must fill out.
- Issue payment for goods and services that have been authorized on your child's *Support and Spending Plan (SSP)*.
- Write checks to the people who work for you according to timesheets that you have approved.
- Pay taxes required by the government.
- Keep a record of all the money spent.
- Provide reports about your child's budget including how much you have spent and how much you have left for the rest of the month/year.



What do I need to do?

When you are on the Family-Direction Program, it is important to keep track of the services and supports your child gets. Keep records of what you buy through receipts or invoices. Make sure that your child's Community Support Workers (CSWs) are working the hours they record on their timesheets and doing what the *Employment Agreement* says they will do.

Employment Agreements: When you hire a CSW, you will fill out an *Employment Agreement* for each worker or agency you hire. (See the section on hiring workers for more information about this.) A copy of every *Employment Agreement* must be sent to the FEA. The *Employment Agreement* tells the FEA the name of your child's worker, what they are going to do for you, when they are going to do it, and how much you are going to pay them.

Vendor requests for payment

Vendor Payment Requests will be processed and mailed following the FEA payroll cycle.

When you want to buy goods from a particular store, go to that store and ask for a "voided receipt" for the items you want to buy. The voided receipt should be sent to the FEA along with a completed *Request for Vendor Payment* form. This form can be found in the enrollment packet you receive from the FEA. If you can't find the *Request for Vendor Payment* form, you can call the FEA and request the form be sent to you. A vendor can only be paid at most three (3) months in advance.

Once the FEA has received the *Request for Vendor Payment* form and the voided receipt, they will review the form to make sure the request is for goods authored on your child's *SSP*. If the request is for goods that were authorized on your child's *SSP*, the FEA will make out a check to the store listed on the *Request for Vendor Payment* form for the amount of the voided receipt.

If the vendor is a retail business, professional or service provider, the vendor check will continue to be mailed directly to you on the regular payroll cycle. It is important to ensure the business will accept third-party payments.

Once you receive the vendor check, you can go to the store and purchase the goods you requested. The check stub attached to the top of the check will list the goods that can be purchased with that check. You must only purchase those items listed on the check stub. Once you have purchased the goods from the store, attach the receipt for the goods to the check stub. You must keep both the receipt and the check stub, so Medicaid can make sure the goods you bought with the check match up with the goods listed on the check stub. It is important you keep all receipts and check stubs in a safe place, so you can easily find them to show to Medicaid when they are doing quality assurance reviews. Make copies of all receipts as they will fade over time.

The child or child's family cannot keep any overages. If for any reason the good purchased is less than the amount on the voided receipt provided to the FEA, excess funds must be returned to the FEA immediately. For example, if the good went on sale after the voided receipt was obtained, and the check to the vendor from the FEA is larger than the new cost of the good, excess funds need to be returned to the FEA immediately.

Agencies and Independent Contractors are issued vendor checks directly instead of having them sent to you first.

Be sure you have filed a "*Child – Agency*" Agreement or a "*Child – Independent Contractor*" Agreement, if applicable. An appropriate agreement will be required for any vendor who is being paid as an Agency or Independent Contractor. In addition, IDAPA also requires the Fiscal Employer Agent to maintain a W-9 for all contractors or agencies. This W-9 must be submitted by the Child prior to the first vendor payment.

You can't buy goods using your personal funds, then ask the FEA to pay you back.

You must always submit a Request for Vendor Payment form and Voided Receipt to the FEA *first* if you want to purchase goods or services out of your child's budget.

Sales tax on goods

You will have to pay sales tax on goods. The current sales tax in Idaho is 6%. The **Voided Receipt** for goods should include 6% sales tax.

IMPORTANT: Remember to include both the cost of the goods and the 6% sales tax when you are figuring out how much money you should set aside in your child's budget to pay for those goods that don't require a doctor's order.

Timesheets

It is important for you to keep track of the hours the CSWs and Support Broker work with your child. The hours they work should be recorded on a timesheet. When a timesheet is complete and correct, you will sign it. **When you sign the timesheets, you are verifying that the worker did work those hours and that they can be paid for the work they did.**

The timesheets will be sent to the FEA. When the FEA sees that you have signed the time sheet, they will pay your child's workers. That is why it is very important to make sure you sign completed timesheets only.

You must never sign a timesheet that is blank or not correct. Make sure the timesheet lists the hours your child's workers did work and what kind of support they gave your child. If a timesheet exceeds the amount authorized for a certain support category, the FEA will deny that timesheet. When a timesheet

cannot be paid, the FEA will contact you to let you know a timesheet has been denied and the reason why.

Employment taxes

The FEA will take care of all the paperwork that goes along with setting an employer up and the CSWs as employees. The FEA will also send government employer taxes to the appropriate entities (federal and state income and unemployment taxes, Medicare tax, Social Security tax).

What should I do with my child's monthly budget report from the FEA?

When you spend money from your child's budget to buy services and supports, the FEA keeps track of the balance in your child's budget. Every month the FEA provides a report listing all the services and supports they paid for and your child's remaining balance.

You and your child's Support Broker must look over the report that the FEA provides. You can make sure that your child's workers were paid on time and were paid the right amount of money by looking at copies of the timesheets you sent to the FEA at the same time you look at your child's budget report. You will also be able to see if you are on track and that your child's budget is going to last all year long.

What records do I need to keep for my child?

You should keep copies of:

- Your child's *Workbook*
- Your child's *SSP*
- Your child's *Health and Safety Plan*, *Back-up Plan* and the *Risk Information Tool* (if applicable).
- All completed timesheets for workers.
- Copies of any *Requests for Vendor Payment Forms* and voided receipts submitted to the FEA.
- Any invoices or bills from any other service providers.
- Signed *Employment Agreements* you have with each of your child's workers.
- Your child's workers' resumes or job history and references.
- Contact information for each of your workers.
- Contact information for your child's service provider agencies.
- Written job evaluation forms for your child's workers.
- Your child's eligibility notices.
- Copies of any Criminal History Check Waivers you have submitted.
- Communications with staff.

As an employer, you must maintain and keep service and employment records, such as SSPs, service documentation sheets, outcome reviews, employment agreements, employee hiring documentation, employment timesheets, employee/employer correspondence and receipts for a minimum of five (5) years, regardless of its form or media.

To meet this requirement, it is recommended that records, communications and agreements be made in writing and copies be made and retained. Following a five (5) year period records may be destroyed of in a confidential manner, such as by shredding.

EMPLOYER RESPONSIBILITIES



In the Family-Directed Service option, you get to decide who works for your child and negotiate their wages. Wages can't be above Idaho fair market rates for the employee job duties, equitable levels of education and experience and must follow state and national labor laws. You also have many new responsibilities when you are an employer. You are the person who must find, interview, hire, manage, and (when needed) fire your employees. You must do all the required paperwork so that your child's workers can be paid.

A parent or legal guardian may not be a paid community support worker in the Family Directed Services Option. A Community Support Worker must not supplant the role of the parent or legal guardian and cannot be paid to fulfill any obligations that the parent or legal guardian is legally responsible to fulfill for their child.

All parents and legal guardians are required to follow state and federal labor laws. The Guide Manual is not intended to include state and federal labor laws. Please contact the Idaho Department of Labor for information on state and federal labor laws. It is your responsibility as the legal agent in the Family- Direct Program to be aware of and correctly implement these laws.

Hiring Community Support Workers

In Family-Directed Service option, you choose who works for you. The person you hire to help your child is called a Community Support Worker (CSW). A CSW can be someone who works for a service agency or someone who does not work for a service agency.

Choose workers who make you feel comfortable. You can choose workers who you think will do a good job for your child and help them in the way that they (and you) want to be helped.

CSW Age Requirements

- A CSW 16 years of age or older may provide unskilled, in-home services with adult caretaker present.
- A CSW 18 years of age or older may provide unsupervised community support.
- A CSW 18 years of age or older may transport a child into the community.

How do I find Community Support Workers?

You might already know someone who you would like to hire to provide support or do certain kinds of work. It could be an agency worker who you know well and have worked with in the past. It could be a friend or relative who has the right skills to do the job. Places you can look for a CSW:

- Job service office or employment agencies
- Local college job posting sites
- Internet
- Ask other parents and people you know

What if my child needs additional support?

If you do not find the workers you need that way, you may want to place your own ad. Advertising is a way to put out a message that you want to hire someone to work for you. Where you advertise depends

on the kind of worker you are trying to find. Putting an ad in some places, like a newspaper, will have different costs.

It may be safer to place an ad on the internet so that you can talk to applicants through email before giving them too much personal information. It is not a good idea to use your home telephone number and address in your advertisement.

Here are some questions to think about when you write a job description:

- What kind of work do you need them to do?
- What are the duties of this job?
- What personal care does your child need? (For example: dressing, cooking, housekeeping, driving and transfers)
- What kind of a person are you looking for in a worker? (For example: someone who likes animals, smoker or non-smoker, able to speak another language)
- What experience or skills do they need to be able to do this job?
- What are the times you want this person to work?
- How much will you pay this person?

Need for two (2) Community Support Workers billing at the same time

In certain circumstances, a *SSP* may identify the need for two (2) Community Support Workers (CSWs) to complete the same task at the same time during any part of the support schedule. A FACS staff may authorize this request when there is attached documentation that supports all the following:

- Your child's health and safety cannot be assured without a second CSW. What are the barriers to health and safety without the use of the second CSW?
- The *SSP* costs are within your child's assigned budget
- The use of the second CSW provides for your child's needs without using a costlier support.

The *Two CSW Form* developed for use when two CSWs bill at the same time for the same task must be attached to the *SSP*. The use of two CSWs must also be noted within the *Annual Support Plan* sections of the plan and on the *Employment Agreements* for each CSW.

FACS staff will approve this request on a case by case basis. They will submit the *Two CSW Form* along with the *SSP Authorization*.

The FEA will use the *Two CSW Form* as a trigger to bypass their security protocol. In these instances, paper timesheets must be sent. A manual review of all the time sheets being submitted for that child is required.

How do I write a job description?

Before hiring workers, they should understand what you want them to do for or with your child. A good way to tell them is to write down what you want them to do and what skills they will need to do these things. This is called a job description.

The job description should be clear and have the basic information about the job. You should do this before you start interviewing applicants. The job description does not need to be long or complicated.

JOB DESCRIPTION FOR COMMUNITY SUPPORT FOR CINDY SMITH

Cindy just turned 15 and wants to live on her own someday. She needs help with independent living skills such as counting money, catching the bus, grocery shopping and budgeting. To practice these skills, she would like help to go to her job, shop and access community activities. The purpose of this job description is to tell you about her support needs.

Cindy needs help to grocery shop. When she goes to the store now, she buys chips, soda and candy. She wants to move out when she's 18 and needs to practice shopping within her budget for healthy, low cost food. Overall, she is good at saving her money, but can spend it impulsively at times and blow all her savings on one item that she doesn't need.

Cindy does not have good safety awareness – she is very vulnerable and has been taken advantage of several times at school by “friends” who have asked her to lend them money due to “emergencies”, etc.

Cindy is diabetic and does not always manager her blood sugar well – she needs oversight from an adult to ensure she is eating and taking medication according to her doctor's orders.

Weekly support needs:

Cindy works on Saturdays and Wednesday evenings at her school's coffee shop. She needs help to manage her schedule and access public transportation to get there. During the summer she plans to work many more hours. Cindy also needs help managing her time as she often doesn't get her chores done in time in order to pursue recreation. I need you to help her plan and budget for fun time.

You are to be on time and reliable because Cindy gets upset if her routine is disturbed. Time off needs to be requested at least two weeks in advance so I can make other arrangements. Feel free to ask me any questions about what she needs.

This job will require some weekend hours.

Main duties:

Independent Living: Help Cindy to pay for food and goods correctly and accurately, develop grocery lists and grocery shop, develop and run a household budget and manager her time well. Help Cindy learn to be more safety conscience!

Transportation: Accompany Cindy when using the bus in our neighborhood. This would include using a bus schedule, rules and safety precautions. Travel the city to places she needs to go so can practice her new skills (e.g., to her job, grocery store, etc...).

Safety: Help Cindy to practice safety awareness, community signs and safety skills. Ensure she eats properly, takes her medication and respond to emergencies appropriately.

Skills required: Be outgoing, patient and kind. It is important that you are trustworthy, reliable and flexible. Be aware of safety at all times. Good organizational skills. Basic knowledge of budgeting. Good understanding of healthful eating. Experience working with an individual with a developmental disability would be very helpful.

Main Parts of a Job Description. You will need to define the following things:

- **The purpose of the job** - how you expect a CSW to fit in with your life. You may also want to describe your child, including the type of activities your child likes to do.
- **The relationship between you and your child's CSW** - and anyone else such as family members. You should make clear that you will be the employer (boss) and your child's support workers are directly responsible to you. You are in charge.
- **The main duties** - it is a good idea to list the things you need done every day for your child and another list of things done only some of the time.
- **Skills the worker needs to have** - if you need a person who knows how to do certain things (like take care of a G-tube or lift and move your child), put that in the description. It is also helpful to write down what training you will give them. Also list any training they will need to get from someone else to be able to do the job.

Note: If you need help writing a job description, ask your child's Support Broker.

What is a job application form?

When somebody is interested in applying for the job, you can send them a job description and a job application form. Application forms have information about the applicant that helps you to find out more about the person before you decide if you want to interview them or not.

Application forms give you a first idea about possible support workers. The applicant's answers will help you to decide if they have a good attitude and the skills needed to do a good job.

You should only have questions on the form that are about the job you want them to do. You can ask applicants if there are any hours they are not able to work and if they have any personal duties that may get in the way of doing their work. You should not have questions on the form about what religion the person follows, how old they are, if they are married or not, if they have children, or what race they are.

The application form should have a place for the applicant to list references. A reference could be the employer (past or present), a friend, or family member of the person applying to work for you. Several sample application forms can be found in Attachment B.

How do I interview people for the job?

Interviewing is one of the most important tasks that you do as an employer and one of the most difficult. There are two main reasons why you should interview applicants for a job:

An interview will tell them more about the job and what they will be doing for your child. The interview also helps the applicants to decide whether the job is really one that they want to do.

An interview will help you find out if the applicant is someone you would want to work in your home, doing personal things for your child and with your child.

Conducting an interview:

- Get extra information about their skills and experience.
- Find out more about them and how they will do in new situations.
- Find out why they want to do this job for your child.
- You also need to tell the applicants about the hours you want them to work, any rules you have and find out if they can work on holidays, etc.
- **Do not ask discriminatory questions.** Do not ask any personal questions which have nothing to do with the job, especially about politics, religion, age, private life, race, children, or their partner's work and other personal things.

Resource for guidance in hiring law:

Idaho Human Rights Commission
317 West Main Street
Boise, ID 83735-0660

(208) 334-2873
(208) 334-2664 (fax)
(888) 249-7025 (toll free)
www.humanrights.idaho.gov

Telephone interviews

Telephone interviews can be a way to get some early, basic information about a person and let them ask you questions about the job. A telephone interview can help you decide if you want to meet an applicant in person.

After you have put out an advertisement, be ready to get phone calls about the job. Keep the job description and the job application near the phone along with a paper and pen to take notes. When someone calls you about the job, talk to them to see if they are a good fit. Make sure you write down the person's name and telephone number. Have a list of questions and ask each person the same questions.

Example interview questions:

- What about your last job did you like or dislike?
- What is your experience with people who have disabilities?
- Do you have any personal duties that would make it difficult to do this job?
- Are you able to work flexible hours?
- Are you able to work weekends? Nights?
- Are you able to work when my family goes on vacation?
- Would you be willing to use your car during this job?

Ideas:

- Take notes during your conversation so you can look at them later.
- Tell the person the exact job duties, pay and times you want them to work.
- Ask the caller if they can perform all of the duties you need them to help you with for your child. For example, heavy lifting or other physical activity.
- Talk about any special equipment your child uses they need to know about (ex. g-tube).
- At the end of the conversation, ask the caller if they have any questions about the job and answer them as best you can.
- If you think they might be a good fit for the job and they do too, set-up a date, time, and place to meet with them.
- Make sure you write down their name and a telephone number where they can be reached.

Face-to-Face Interviews

When you meet an applicant in person, you may want to interview them in a public area, such as a library or restaurant, if you do not want this person to know where you live. It can be helpful to have someone else there for support during the interview. If you would like, ask a friend, relative, or your Support Broker to be there.

When you set-up a time for the interview with the applicant, tell them to bring a Social Security card or other permit to work in this country and bring a valid driver's license if driving will be required for the job.

There are certain questions that you may want to ask, but the most important thing is to get the applicant to tell you more about themselves. This will give you some idea about what they are like as a person.

Talking to the applicant about your needs will help both of you decide whether they are a good match for the job. Look over your child's plan and job description with the applicant to make sure they are comfortable doing everything you need them to do. Talk about how much you will pay, the work schedule, how they will get to work, and if they will be able to change their work time in case your schedule changes. Ask the person if they have any questions.

Guidelines for face-to-face interviews:

- Meet the applicant in a public place.
- Tell the applicant to bring a Social Security card or other permit to work in the U.S.
- Ask questions about their experience and skills.
- Tell them about the job duties and what you expect them to do.
- Tell them when you will decide who you are going to hire.

If you are satisfied with the interview, you will want to schedule a time for the applicant to come meet your child. Do this in a controlled environment, or a place that you feel comfortable. You will want to do this in 1-3 meetings to make sure your child is comfortable and receptive to the worker.

Reference checks

When you are done with the interviews, make a list of the people you may want to hire. Next, you can call references - the employer (past or present) or a personal friend or family member of the person applying to work for you. When you call the references, tell them who you are and why you are calling.

References can tell you about what kind of work this person has done before, how well they did their job, and if they can be counted on to do what they say they will do. Take notes on what the references say.

- | | |
|--|--------------------------------------|
| • What did this person do for you? | • Were they reliable? |
| • Did they come to work on time? | • Were you happy with their work? |
| • Did they come to work rested and well-dressed? | • Why did they stop working for you? |
| • Did they have the skills needed to do the job? | • Would you hire them again? |

Making a decision about who to hire

When you decide who the best person for the job is, call them and make an offer to hire them. As soon as they have accepted the job, you will need to complete an *Employment Agreement* with your new support worker.

What is an Employment Agreement?

An *Employment Agreement* is between an employer and an employee, like your child's Community Support Worker. This agreement includes information about your child, the worker, the job and the terms of what, how, when and where the work will be done. It also includes how much you will pay your child's worker.

Examples of components in an *Employment Agreement*:

- Names of the employer and employee.
- Date when the job will start and the period of employment.
- Job title and a short job description of service, tasks or goods as listed in your child's SSP.
- The skills they need to have to do the job.
- The normal place of work and if the work may be in more than one place.
- The rate of pay and how often they will be paid.
- The hours per day or per week and their normal work pattern.

- How much notice you will give before firing someone.
- How much notice they will give you before quitting the job.

You may also want to include:

- Any trial period - if you want to “try out a worker” before they are hired for good.
- Training that the worker will need to get and how it will happen.
- Health and safety needs for your child.
- If the worker will need to use their own car you should write down why, when, and how this will happen. You should make sure that they have car insurance if they will need to use their car for the job. The worker should give you a copy of their proof of insurance for your child’s file.

Can my child hire me?

If qualified, a parent or legal guardian can become qualified as a Support Broker Medicaid Provider and act as your child’s unpaid Support Broker under the Family-Directed option. You cannot be your child’s Fiscal Employer Agent or CSW as the parent or legal guardian. If you decide to become qualified as a Support Broker, there are some rules you need to follow:

- The service you provide must follow the definition of a Support Broker listed on page 13 of this Manual and fulfill all the required and requested job duties.
- The support you provide must be listed on your child’s *SSP Support Broker Authorization* page.

How do we decide how much to pay for supports and services?

The supports and services your child receives must fit within their budget. You cannot spend more money than has been authorized on your child’s *SSP*. You need to be very careful about how you spend the money in your child’s budget.

In the Family-Direction option you decide how much you are going to pay your child’s CSWs and other workers who provide services for your child. It is a good idea to find out how much people usually get paid to do a kind of service. An excellent reference is the current Idaho Department of Labor Occupational Employment and Wage Release which can be found on their website.

Negotiate

To negotiate means to come to agreement about a wage with someone after talking about what both sides need and want. When you negotiate, you talk to your CSW or other service provider and decide together how much you will pay them to give you a certain kind of service.

Your child’s Support Broker, someone from your child’s Circle of Support or a person you trust can help you to negotiate rates if you want them to.

Giving a raise

It is a good idea to pay your child’s worker a starting wage that is less than the most you can pay them. This gives you room in your child’s budget to give the worker a raise, if you feel they have earned it through solid work performance. After they have worked for you for a while, you might decide that you want to pay your child’s CSW more because you like the way they support your son or daughter, they have been doing a very good job, and your child feels comfortable with them.

Employment taxes on workers' wages

Keep in mind that as an employer it costs more to employ someone than just their wages. By law, you must pay Social Security and Medicare taxes, as well as federal and state income and unemployment taxes. These taxes are figured as a percentage of the employee’s payroll and change from one employee to the next. That means if you hire someone to provide hourly services, this amount must be added to that employee’s hourly wage before you list the hourly cost on the *Annual SSP Authorization* page.

To figure out what your employee's services will cost you per hour when adding on your employer's share of taxes, please remember your Support Broker can contact the FEA to be sure the amounts are correct.

Being a Good Boss: Managing your Support Workers

Clear Communication

In any good relationship, communication is very important. The best thing to do to keep a good relationship with your workers is to communicate clearly and openly with them. You also have a responsibility to be clear and reasonable in what you expect them to do for and with your child.

Code of Conduct

One way of being clear about what you want someone to do for you is to write a job description for the worker (see section on Hiring Workers). Tell all your workers about your child's daily schedule and how you and your child would like them to do things. It is a good idea to write it down before your worker starts.

Writing a "code of conduct" can be a good tool to describe your expectations of how people will act toward each other when they are working for your child. It can also list the responsibilities each person agrees to. This is a good place to list your house rules.

Some things that you may want to put into a *Code of Conduct*:

- The rules of the house - it's your home, so you get to say what is ok and what is not ok. For example: smoking, using the telephone, entering different areas of the house, etc.
- Reliability - what employees should do if they have to miss work?
- Any trial period - if you want to "try out a worker" before they are hired for good.
- Being on time - coming to work at the time you set and not being late.
- Breaks - when, how long and how often they can take a break during the time they are working.
- Personal phone calls - when, time limits, long distance.
- Use of your personal belongings (including food and beverages).
- If you will pay for food, drink or travel expenses (like gas or bus pass).
- How you will give feedback to your workers.
- How they should tell you if they have a problem with the job or working with you.
- The need for confidentiality (what you want to be kept private).

How do I train my Community Support Worker(s)?

Your child might receive many different kinds of supports and services in order to meet their needs each day. You and your child are the people who know exactly how you want the service(s) provided. Your worker(s) will have a basic understanding of the kind of support you want for your child after your interview with them, but you may have to give some training or show them how to do the support.

As the employer, you are responsible to give your workers a lot of information about your child's needs and how you want your child to be treated. It is important that you do not automatically think that your workers know how to do every task for your child. They might not know how you want it to be done. Tell your worker exactly what and how you want them to do things. If you have a specific way of doing something or schedule you should write it down.

When you train your workers, be sure to tell them about specific medical needs like how to lift your child or move them around safely. You and/or your child can tell your workers how you need things done for your child. You can also have a physical therapist or an occupational therapist who is familiar with your child tell them how to complete these job duties.

If a worker does not have the right skills and enough training to do the job, it can cause problems between you and your worker. Your child is at more risk if their support worker does not know how to do the job in a safe way. It can also make the worker feel uncomfortable about doing some of the things you need them to do for your child. If they know how to do the job well, they will be happier about working for you.

Talk to your workers about what to do in an emergency. Include regular/everyday emergencies, like cuts and burns that may need first aid and emergencies that might happen because of your child's disability.

It usually takes a couple of weeks to set up a regular daily way of doing things with a new worker. Be flexible and patient when giving the new worker information and training but be clear about how you want them to treat you and talk to you in a respectful way.

How do I set boundaries with my employees?

Establishing clear boundaries will help ensure that a friendly relationship does not cross the line of professionalism. Setting boundaries doesn't mean you have to be cold or detached but you need to make sure it is clear your relationship is focused on your child and their needs. It can be difficult to hold family members or friends accountable and critique their work but remember that you are the boss and personal relationships should not influence how you manage your employees.

How do I tell my workers they are doing a good job or need to do better?

Feedback is a tool to tell your workers the things you like and dislike about them or their work, and what is working or what could be better. You know when a job is being done well, but it is easy to forget to tell the person that you are thankful for the good job they are doing.

If you do not like how a worker is doing something, talk about it as soon as it happens. If you don't tell them about the problems when you find them, your worker may think that they are doing the work the right way.

You may be uncomfortable telling people negative things, but it can be a good experience, even when you are telling somebody that they are not doing something the right way. You can talk to your worker in a way that will help them know how to do the job better. They can learn from you and feel better about being able to do a good job for your child. You may want to ask someone else to be there with you when you talk to your child's worker.

Ground rules for avoiding and dealing with conflict

- Turn cell phones off or on vibrate.
- One person speaks at a time.
- Make clear what needs to stay in the room. (keep confidential)
- Actively participate in the meeting - speak out and share your ideas and experiences even if it makes you uncomfortable. Your opinion counts!
- Speak up if you are uncomfortable with any part of the process or services.
- Relate as equals - all have value to bring.
- Listen to others' points of view with an open mind. Remember there's more than one right way.
- Try to understand the other person's point of view before responding.
- Don't interrupt and don't be disruptive - limit sidebar conversation.

- Build on the ideas shared by others.
- Be willing to try out new approaches and ideas.
- Speak for yourself using “I” language.
- Treat others with respect; no blaming or put-downs.
- No interrupting or negative body language.
- Attack the problem, not the person.
- Be willing to compromise.

Try to think of the supports and services your child receives from their Community Support Worker just like any other service you buy.

Example: If you took your television to be fixed and it was not done right, you would talk to the service manager and let him know why you do not feel you got good service and ask that he take care of the problem.

Example: If the person who cuts your hair did a very good job, you would let them know how much you like the way they did it.

Just like these services, you need to talk to your workers and tell them about anything you are worried about. You also need to tell your workers when they are doing a good job.

Are you happy with your child's services and supports?

You may want to think about how things are going every so often. Some people like to do this every month. Others like to do it just a few times a year. Below is a sample of a form you could use to make sure you are getting the help you want and that it is worth what you are paying for it.

Use the questions on this table to think about your services and what you might choose to change. Just because you are asking questions about your child's services does not always mean you want to change them. If you are happy with your services and your child's Community Support Workers, then keep them like you have them.

| Question | YES | Sometimes | NO |
|---|--------------------------|--------------------------|--------------------------|
| Is my child's worker here on time? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Are they doing what I asked help for? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Are they following the rules I set up? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Are they honest on their timesheet? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do they keep their problems to themselves? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Does my child's worker follow my child's routine? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is my child getting what they need? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Does my child like to work with them/have them around? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is everything in my home taken care of? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do they remember and follow instructions without a lot of repetition? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How can I handle conflicts or problems with my workers?

The best way to handle conflict is to be assertive. Being assertive is being polite but making sure that the other person understands what you want.

Sometimes you can ignore something a worker says or does that you do not like because it has nothing to do with your child's care. But, if your worker is not doing something that the two of you agreed upon in your *Employment Agreement*, then you need to say so every time.

If it keeps happening, it is important to document (write down) what the problem is and write down where and when it has happened. Set a time to talk to your child's worker about the problem and bring out the *Employment Agreement* that you both signed. Make sure that you keep a record that you and your child's worker talked about the problem.

If you give your worker feedback and talk to them about what you would like them to change and you still have problems, there are things you can do.

- Ask your Support Broker to be at a meeting between you and the worker to solve your problems.
- Ask someone from your Circle of Support to help you meet with your child's worker.
- Dismiss the worker and hire someone else.

If you decide to dismiss your child's worker, you do not need to talk to them about the problems anymore. If you back down or do it as a threat or punishment, you will lose the worker's respect.

What if I need to dismiss one of my child's workers?

One of the responsibilities of being an employer is to dismiss an employee who is not doing their job. Dismissing an employee is usually not a comfortable experience.

If you talk to your worker about problems and you try to correct the problem but the worker does not change what they are doing, then you might want to dismiss the worker and hire someone else.

How to dismiss a worker:

- Set a date and time for the termination (day they are dismissed).
- Have someone else with you, a family member, friend or someone you trust.
- Have the paperwork and *Employment Agreement* out at the time.
- Make a list of anything the worker may have such as keys to your home and ask them to give them back to you right then.
- Have your back-up plan ready to go before termination.
- Let the worker know that this is not working out as you hoped and that you do not need them to work for you any longer.
- If they want you to know why, remind them of the times that you talked to them about the problem and the feedback you gave them about this issue. Do not get into an argument.
- Tell them when they will get their last paycheck.
- If they become angry or offensive, ask them to leave now.
- Call and tell your Fiscal Employer Agent that the worker has been terminated and what day they worked last.

How can I keep my workers and my child safe?

All employers should provide a safe working environment. Many people get hurt at work every year, but most of these accidents can be avoided by doing a few simple things. People who employ Community Support Workers are the same as everyone else and have to make sure their workplace is as safe as they can make it.

When you train your Community Support Workers, be sure to tell them how to lift your child or move them around in a way that is safe for both of them. Your workers have a responsibility to take care of their own

safety and must tell you about any problems they might have with a work task or using equipment in your home.

Working Environment

When you employ support workers in your home, that home becomes a work environment for them. You should take extra care to make sure that your home is safe and that any unsafe items are removed, changed or fixed.

Things to think about:

- Cracked or broken electric outlets or sockets with too many plugs in it should be fixed or changed.
- Open fires like fireplaces should have screens and workers should know how to use them.
- Flammable furniture - workers need to know that some furniture may catch on fire easily if around a cigarette, a flame or too much heat.
- Household appliances like heaters or stoves that are broken should be fixed or changed.
- All medicines should have labels.
- Household cleaners should have labels.
- Someone can trip on worn carpets or loose rugs - they should be fixed or taken away.



NOTES:

THE CRIMINAL HISTORY CHECK

What is a criminal history check?

The Department of Health and Welfare takes fingerprints on someone you want to hire and compares them with state and national databases to find out if that person was convicted of certain crimes that would increase the risk to you and your child's health or safety.

Why is it a good idea to get a criminal history check?

Your child's Community Support Workers may be working in your home and helping your child with personal things when nobody else is around. There is less risk for you if you have your child's workers get a criminal history check.

Employees charged with any criminal activity, which might impact their ability to work with vulnerable adults and children, according to IDAPA rules (16.03.13), and are required to report this charge immediately to their employer. A substantiated charge of abuse, neglect, exploitation, or a criminal conviction of any crime, which could disallow an individual to work with Department participants, must be reported to your employer immediately.



Passing a Criminal History Background Check does not mean a person has never been arrested. A clearance only indicates that the person has likely not been arrested on the highly predatory crimes listed on page 48.

As a Support Broker is a Medicaid provider required to obtain and maintain a certificate, the Department obtains a criminal history clearance prior to issuing the certificate. The Criminal History Unit will issue a clearance letter, which will disclose crimes committed that do not prevent a criminal history clearance.

People who have felony convictions or been a party to a valid child or adult protection complaint cannot work or provide services to Consumer-Directed Services participants unless an exemption is granted by the DHW Criminal History Unit. Individuals convicted of other crimes will be evaluated on a case-by-case basis and may be granted an exemption.

Disqualifying Offenses

A disqualifying offense is an offense that prevents an applicant from providing services or receiving a background check "clearance". If an applicant is found to have one of the disqualifying offenses listed below, they will be issued an "unconditional denial" and will not be allowed to provide services or receive licensure or certification.

Disqualifying Offenses – Permanent

If a person, as an adult or juvenile, has a conviction or withheld judgment of any crimes on the disqualifying offenses list or has any of the findings below, regardless how long ago it occurred, (s)he will be excluded from being a Medicaid provider and will not pass the background check.

- Abuse, neglect, or exploitation of a vulnerable adult;
- Aggravated, first degree and second-degree arson
- Child Abuse Registry listing Level 1 or 2
- Crimes against nature
- Forcible sexual penetration by use of a foreign object
- Incest
- Injury to a child, felony or misdemeanor
- Possession of sexually exploitative material
- Sexual abuse or exploitation of a child
- Negative finding on Nurse Aide Registry
- Any felony punishable by death or life imprisonment
- Inducing individuals under 18 years of age into prostitution or to patronize a prostitute
- Manslaughter: Voluntary, Involuntary or Felony Vehicular Manslaughter
- Murder in any degree; or, assault with intent to commit Murder
- Attempt, conspiracy, accessory after the fact or aiding and abetting to commit any of the Disqualifying offenses.
- Poisoning
- Rape; in any degree
- Robbery
- Felony or first-degree stalking
- Sale or barter of a child
- Video voyeurism
- Enticing of children
- Kidnapping
- Lewd conduct with a minor
- Mayhem

Disqualifying Five-Year Offenses

If a person, as an adult or juvenile, has a conviction or withheld judgment of any crimes on the disqualifying five-year offenses list, and the conviction date is within five years of his or her background check, (s)he will be excluded and will not pass the background check.

- Any felony not described on the permanent disqualifying offenses list
- Misdemeanor forgery of and fraudulent use of a financial transaction card
- Misdemeanor forgery and counterfeiting
- Misdemeanor identify theft
- Misdemeanor insurance fraud
- Misdemeanor public assistance fraud
- Stalking in the second degree
- Misdemeanor Vehicular Manslaughter (effective 7/1/2012)
- Attempt, conspiracy, accessory after the fact or aiding and abetting to commit any of the Disqualifying Five Year offenses.

Do my child's workers have to get a criminal history check?

It is highly recommended, but in the Family-Directed Service Option you can decide to waive a criminal history check for a Community Support Worker.

What does it mean to waive the criminal history check?

It means you are choosing to hire someone without a criminal history check even though the Department's rules would require it if they worked for a service provider agency instead of you.

How do I waive the criminal history check for my employee?

It is strongly recommended that you obtain a background check on all your employees, however, you may choose to waive the requirement. To waive the requirement, fill out the form made available with *Employment Agreement* that says who you want to hire and why you do not want them to get a criminal history check. You describe how you will make sure your child will be healthy and safe if you choose not to have the Department check their criminal history.

When you sign this form, you are agreeing not to bring a lawsuit against the Department of Health and Welfare if problems come up when you hired someone without knowing their criminal background.

On the form, you are saying that you understand there may be a risk when hiring someone without requiring them to get a criminal history check.

You can waive a criminal history check if you decide you know the person well enough and trust that they will never hurt your child or take advantage of you.

Someone who appears very trustworthy may still have a criminal background!

Why would I waive a criminal history check?

Your Circle of Support and your family can help you decide about having a criminal background check on a worker.

Sometimes people choose to waive the criminal history check for relatives they have known all their lives or for other people who they, their family or their Circle of Support have known for many years.

Other reasons you might choose to waive the criminal history check:

The support worker will not be alone with your child and a parent/legal guardian will be there at all times.

You have a lot of natural supports and people in your life who check to see that your child is safe and doing well.

Your child knows how and knows how to report if they are abused, neglected, or exploited.

Sometimes licensed professionals do not have a criminal history check. Oftentimes, they must have a criminal history check before they get their state license. Examples of licensed professionals are registered nurses, physical therapists, occupational therapists or a speech and language pathologists.

I want my employees to have a criminal history check. What should I do?

Your Community Support Worker will go to this website or call this phone number to start a background check: www.chu.dhw.idaho.gov or 1-800-340-1246

They will fill out information about themselves on a self-declaration form and then schedule an appointment with a regional Department of Health and Welfare office that can take their fingerprints.

When asked to provide a 4 digit "employer number" they should use "1710".

The self-declaration form and fingerprint card are sent to the Criminal History Unit to be processed. It will take some time to check all the agencies and sources of information to finish the background check.

You will get a letter telling you if your child's Community Support Worker have passed the criminal background check.

QUALITY ASSURANCE AND IMPROVEMENT



Quality is the measure of how good something is or how much you value it. One person might think something is very good and somebody else might think that the same thing is not so great. That means quality is a very personal idea - it is different for every person.

Assurance is making sure that something is what it is supposed to be and doing what it is supposed to do. Improvement is making something better. To make sure a program, like the Family-Directed Services option, is working well for people, there are different ways to check if people are getting what they need and rules are followed.

Different people and agencies are responsible for parts of quality assurance.

FACS will check to see that:

- Families directing their children's services have qualified providers to give them support.
- SSPs are filled out correctly.
- Children are getting services and supports that are allowed under the Family-Directed Services option.
- Medicaid money used to buy these services is being used according to the law and program requirements.
- Families have the information they need to Family-Direct their children's services.
- Children are getting the services and supports they need to reach their goals and live the life they want.

The Fiscal Employer Agent must make sure that:

- There is a signed *Employment Agreement* for your child's Support Broker and each CSW.
- You know what to do to buy goods from a business.
- You signed all timesheets or invoices before they can be paid.
- The *SSP* is signed by the FEA agreeing to follow the approved plan.
- You are buying services that are on your child's *SSP*.
- You get a report about your child's budget account to help you keep track of the money spent for supports and services.
- All forms required are filled out with the right information and sent to the right office.
- All taxes required by the government are paid on time.
- Public money used to buy these services is being used according the law.

Your child's Support Broker has to make sure that:

- You and your child are able to meet your responsibilities in the Family-Directed Service option, and that your child is healthy and safe.
- You have a family-centered planning meeting to write your child's *SSP*.

- Your child's *SSP* is completed and submitted to the FACS office and includes services and supports that you chose for your child.
- You can review and understand reports from the Fiscal Employer Agent (FEA).

What is my part in quality assurance?

You have responsibilities for quality assurance, too. Your part will be to meet your responsibilities as listed in the section on Rights and Responsibilities.

Your part will also be about the quality of your life and making different choices when the need arises. An example of quality of life is how happy your child is with the support or services they receive, and if you would like to change anything.

The Division of FACS has a responsibility to find out if you are happy with the services and supports your child receives under the Family-Directed Services option. There will be times when someone will ask questions to find out what's happening in your child's life to determine if you are satisfied with the services and supports being provided.

What will happen with the information I give about quality?

Quality of life is all about what you really think. There is no right or wrong answers to the questions about the quality of your life, or your services and supports.

What about the questions I will be asked and keeping the information private?

The information will be shared with the Department of Health and Welfare so that your services and supports can get better and the whole system of support for all people will be made the best it can be. The information can be shared with any other people you choose.

Examples of questions about quality of life

- Can your child tell someone about what (s)he wants?
- Does your child get to give input on what (s)he does every day?
- Do you and your child choose what services they receive
- Does your child have input on who helps them?
- If you don't like what your child's support workers are doing, who do you talk to about the problem?
- Are support workers polite and respectful to you and your child?
- Is your child reaching his or her goals?
- Is your child able to do things on his or her own as much as you would like him or her to?
- Is your child happy with what (s)he can do for themselves?
- Does your child go places for fun?
- Do you feel that your child is a part of your community?
- Does your child want to work?
- Does anyone ever do mean things to your child?
- What would you do if something bad happened?
- Does your child feel safe?
- Is your child healthy?
- Does your child have a regular doctor and dentist?
- Do you know someone who can help you get what you want and stand up for your rights?
- Are you happy with your services? Your Support Broker?
- Do you think your child is happy with their life?

You make sure your child's services are how you want them:

Tell their workers how you want the job done.

Tell your workers if they did a good job or if they need to change how they do something.

Make sure your workers have the skills to do the job or can get training.

How can I make sure my child's services and supports are how I want them?

When you are the employer of Community Support Workers, you have a responsibility to tell your child's workers how you want the job done. You also tell them how well they are doing their work for you. The

section on being a good boss tells ways to give your workers feedback (tell them how they are doing) and this will help them to do a better job for you.

Another good way to make sure you get services the way you want is to write down what you need someone to do in a job description. If you have an agreement with a provider agency to give you services, then you should write down in the agreement, exactly how you want the service to be done.

If you are having a hard time changing something about your services on your own, you should ask your Support Broker or your Circle of Support to help you make the changes you need.

Questions, Concerns, Complaints

It is important for you to know who to call and how to report your questions, concerns or complaints. Although a question may turn into a concern or complaint, there are some differences that might help you decide when and how to call and report.

Question - means you want to know about how something works, you want to know about a support, or about the service system.

Concern - means that something is happening that is bothering you or causing you to worry that something might happen.

Complaint - means something actually causes your child to feel unhappy, upset, or pain. There are certain types of complaints that are very serious and need to be reported immediately. They are:

Abuse - someone causing your child physical pain, injury or mental injury on purpose.

Neglect - someone who is supposed to be helping your child does not give you food, clothing, shelter, or medical care they need to stay alive and be healthy, or not being able to take care of themselves.

Exploitation - someone is using your child's money, belongings, or resources for themselves and not how it should be used.

Who should I call?

Tell your child's Support Broker first and they can help you decide who to call, for information, concerns or complaints. If you are your child's Support Broker, you can call the Regional FACS staff. This website will have information about the My Voice, My Choice option and Family-Directing your services: www.familydirected.dhw.idaho.gov

If your child's Support Broker is the person you have a concern or a complaint about, then you will need to call your local FACS office yourself or get someone you trust to help you.

If your concern or complaint is about abuse, neglect or exploitation, it is very important that you report that as soon as possible. You can report this directly to the Department of Health and Welfare's Child Protection office. If you cannot make the call or are afraid to make the call, you can ask someone you trust to help you.

What will happen with my complaint?

When you tell the Department of Health and Welfare Family and Community Services (FACS) you have a complaint, they will ask you questions in order to fill out a worksheet regarding the complaint. A FACS staff person might do some of these things to find a solution for the complaint or problem:

- Talk to people or visit the place of the problem to get more information.
- May work with other agencies to get information or a solution.
- Will report abuse, neglect and exploitation to the right authorities.
- Will follow laws about confidentiality (keeping your child's personal information private).

GLOSSARY OF ACRONYMS AND DEFINITIONS

ALLOWABLE EXPENSES: Goods and Services have met the funding criteria in the Consumer-Direction program, allowable expenses vary according to the needs and abilities of the child.

CHC, CHBC: Criminal History Background Check: A Support Broker must comply with IDAPA 16.05.06 Rules Governing Mandatory Criminal History Checks. The process followed by the Department of Health and Welfare of verifying that a potential employee does not have any criminal record that would prohibit him or her from working with children or vulnerable adults.

CHILD: A person eligible for and enrolled in the Consumer-Directed Services Programs. The child is also an employer.

CHILD EXPERIENCE SURVEY: Information gathered through an interview with the parent/legal guardian/child by the Department, that will address the following child outcomes: Access to care, choice and control, respect and dignity, community integration, and inclusion.

CHILDREN'S HABILITATION INTERVENTION SERVICES: Medically necessary therapeutic services used to result in positive outcomes. These services are delivered directly to Medicaid-eligible participants, aged 0-21 years, with identified developmental limitations that impact the participant's functional skills and behaviors across an array of developmental domains.

CIRCLE OF SUPPORTS: People who encourage and care about the child and provide unpaid supports.

CONSUMER DIRECTION: The program option which offers Consumer-Directed Services to eligible children who chose the program option called Family-Directed Serves.

COMMUNITY SUPPORT WORKER (CSW): An individual, agency or vendor selected and paid by the child to provide community support worker services.

DEPARTMENT, DHW: This term refers to the Department of Health and Welfare.

EIN: Employee Identification Number.

EMPLOYER: The individual who has the legal authority to make program decisions. In the Family-Direction program, technically the employer is the child, however the legal agent responsible is the parent or legal guardian.

FACS: Family and Community Services - Division of Health and Welfare.

FDSO, FDCS, FDS: Family-Directed Service Community Option: A program option for children eligible for the Children's Developmental Disabilities (DD) Waiver and the Children's Home and Community Based Services State Plan Option described in IDAPA 16.03.10, "Medicaid Enhanced Plan Benefits."

FEA: Fiscal Employer Agent: An agency that provides Financial Management Services to children who have chosen the Consumer-Directed Community Supports option.

FMS: Financial Management Services: Services provided by a Fiscal Employer Agent including manage money for individuals on FDS. Services include financial guidance and support, tracking individual expenditures, monitoring overall budgets, performing payroll services and handling billing and employment related documentation responsibilities.

HEALTH AND SAFETY: A child's health, welfare and safety including danger to himself and others.

IAP: Independent Assessment Provider: The entity that determines eligibility and individual budget for DD services.

ICF/ID: Intermediate Care Facility For The Intellectually Disabled (previously MR): This refers to both a specific type of institution and a specific level of care.

MARKET RATE: An amount for payment of goods and services in the CDSO program that are within the norms for that local area based on the service, education and experience of the provider.

MY VOICE, MY CHOICE: The name of the Consumer-Directed Services program in Idaho.

QUALITY ASSURANCE REVIEWS: Part of DHW's quality assurance measures. Reviews in which DHW will assess ongoing child health and safety, compliance with the approved *SSP* and compliance with IDAPA rules and program policies. Reviews may also address access to Consumer-Directed services, child direction of plans and services, child choice and direction of providers, safe and effective environments, and child satisfaction with services and outcomes. Community support workers and support brokers will be included in these measures, including a review of performance evaluations, satisfaction surveys, quarterly review of services provided by a legal guardian, if applicable, and spot audits of time sheets and billing records.

RMS: Regional Medicaid Services: Medicaid services are available through the local offices in each Department region. There are seven regions in Idaho. Each office has at least one care manager and quality assurance specialist assigned to the area.

SB: Support Broker: An individual hired by the employer who advocates on behalf of the child, and assists with planning, negotiating and budgeting as outlined in IDAPA Rules.

SDSO, SDCO, SDS: Self Direction Services Community Option: The program option which offers consumer-directed services to children who meet criteria for ICF/ID Waiver Level of Care for developmental disabilities services.

SSP: Support And Spending Plan: a document that functions as a child's plan of care when the child is eligible for and has chosen a consumer-directed service option. This document identifies the goods or services, or both, selected by a child, including those goods, services, and supports available outside of Medicaid-funded services that can help the child meet desired goals, and the cost of each of the identified goods and services. The child uses this document to manage his individualized budget.

TRADITIONAL ADULT DD WAIVER SERVICES. A program option for adults over 18 years of age eligible for the Adult Developmental Disabilities (DD) Waiver consisting of the specific Medicaid Enhanced Plan Benefits described in IDAPA 16.03.10, "Medicaid Enhanced Plan Benefits."

TRADITIONAL CHILDREN'S HCBS STATE PLAN OPTION SERVICES. A program option for children eligible for the Children's Home and Community-Based Services (HCBS) State Plan Option consisting of the specific Medicaid Enhanced Plan Benefits described in IDAPA 16.03.10.

WORKBOOK: The needs assessment completed prior to the *SSP* to determine risks, needs, preferences, and supports.

VINELAND: An assessment tool that can be used for measuring an individual's daily functioning and/or deficits in adaptive behavior.

APPENDIX A RISK IDENTIFICATION TOOL

During the Person-Centered Planning process, you can use this tool to help start thinking, brainstorming, and planning to:

- 1) Make a list of things that could put you in danger.
- 2) List what the things are that are unsafe for you and
- 3) Decide if this should be something to list on your Safety Plan.

Below is a list of common risk factors that could be dangerous or unsafe for your child. It is not all inclusive; there may be other risks that are not listed. The purpose of this list is to encourage helpful discussion about possible risk. Remember, discussing and identifying risk is an important part of family-centered planning. It is what allows your child to live safely and successfully in the community. Take your time with this process.

- | | | | |
|-----------------------------|------------------------|----------------------------------|-----------------------------|
| ✓ Bone or Joint issues | ✓ Community Access | ✓ Vulnerable to abuse | ✓ Seizure |
| ✓ Eating or feeding issues | ✓ Property Destruction | ✓ Vulnerable to neglect | ✓ Diabetes |
| ✓ Nutritional issues | ✓ Placed in a Physical | ✓ Vulnerable to exploitation | ✓ Choking |
| ✓ Breathing or Heart issues | Hold | ✓ People taking advantage of him | ✓ Forgetting or refusing to |
| ✓ Bathing | ✓ Hurtful to Self | ✓ People taking advantage of you | take medications |
| ✓ Mobility | ✓ Hurtful to Others | ✓ Stomach Problems | ✓ Seizure-medications |
| ✓ Transfers | ✓ Running Away | ✓ Emergency response | ✓ Bowel blockage |
| ✓ Toileting | ✓ Behavior medications | ✓ Communication | ✓ Skin breakdown |
| ✓ Falls | ✓ Criminal behavior | ✓ Noise/Touch Issues | ✓ Injuries |

| What is the issue of risk? | How is this issue thought or known to be of risk to this person? | Should this issue be included in the Health and Safety Plan? Yes/No? |
|----------------------------|--|---|
| | | |
| | | |
| | | |
| | | |

APPENDIX B

SAMPLE APPLICATIONS FOR EMPLOYMENT

SAMPLE APPLICATION #1

POSITION:

Name (First, MI, Last):

Mailing Address:

City

State

Zip

Home Phone Number:

Message Phone Number:

Email Address:

May we use email to contact you? Yes ☐ No ☐

ADDITIONAL INFORMATION

Are you a U.S. citizen, permanent resident, or a foreign national with authorization to work in the U.S.? Yes ☐ No ☐

Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony or misdemeanor? Yes ☐ No ☐ If Yes, please explain:

EDUCATION (Schools after high school, or special training received)

School Name:

Location Enrolled:

Last Attended:

Degree Discipline Graduate?

Yes ☐

No ☐

(repeat as needed)

WORK HISTORY

Name of Employer and Employer's Address:

Job Title:

Employer's Phone Number:

Supervisor's Name:

From (Month/Year):

To (Month/Year):

Hours per Week:

May we contact this employer?

Yes ☐

No ☐

Reason for Leaving

(repeat as needed)

JOB TYPE/SHIFT

(Check all you would be interested in)

Full Time ☐

Part Time ☐

Temporary ☐

6 Month ☐

9 Month ☐

Seasonal ☐

Limited Service ☐

Shift Work ☐

Nights ☐

PERSONAL REFERENCES (3 persons not related to you by blood or marriage.)

Name:

Address:

City

State

Zip

Telephone:

Connection To You (i.e., Friend, Co-Worker):

Occupation:

I certify that all answers and statements on this application are true and complete to the best of my knowledge. I understand that should an investigation disclose untruthful or misleading answers, my application may be rejected, my name removed from consideration, or my employment terminated.

Signature

Date

Sample Application #2

PERSONAL INFORMATION

Name (Last, First, Middle)

Other Names Used:

Address: City State Zip

Telephone: Home Cell/ Message:

Email Address:

Are you applying for: ☐ F/T ☐ P/T ☐ Temp/Seasonal

What shifts will you work? ☐ Days ☐ Nights

May We Contact Present Employer? ☐ Yes ☐ No

Available Start Date:

Are you legally eligible to work in the United States? ☐ Yes ☐ No

EDUCATION/TRAINING

School Name

Location

Dates Attended From: To:

Diploma, Degree & Major

Graduated?

High School

College

Other (Business, Vocational, Military)

Can you travel if the job requires it? ☐ Yes ☐ No

Do you have a valid driver's license? ☐ Yes ☐ No State: _____

Class: _____ Endorsements: _____

Are you legally eligible to work in the United States? Yes No

(Federal Law requires proof of identity and employment authorization for all new employees.)

Other (Business, Vocational, Military)

EMPLOYMENT HISTORY (Please start with the most recent, ending with age 18, excluding part-time positions held while obtaining higher education—use additional paper as necessary.):

Employer:

Address: City State Zip

Telephone:

Supervisor Name:

Dates From: To:

Position Held:

Primary Duties:

Reason for Leaving:

TECHNOLOGY SKILLS (List all skills & software applications you have experience using):

Word Processing:

Spreadsheet:

Other Software:

Database:

Professional Licenses or Certificates Held:

Military:

PERSONAL REFERENCES (3 persons not related to you by blood or marriage.)

Name:

Address:

City

State

Zip

Telephone:

Connection to you (i.e., friend, co-worker):

Occupation:

Have you ever been charged with a crime (other than a minor traffic infraction)? Yes No

If yes, when & where: _____ Please Explain:

CERTIFICATION

I certify that all answers and statements on this application are true and complete to the best of my knowledge. I understand that should an investigation disclose untruthful or misleading answers, my application may be rejected, my name removed from consideration, or my employment may be terminated.

I understand and agree that, if hired, my employment is for no definite period and either Employer or I may terminate our relationship at any time, and that this employment application does not constitute an employment contract.

Signature of Applicant: _____ Date: _____

APPENDIX C

TRANSITION PLANNING

| | Age 14 -16 | Age 17 - 18 | Age 18 |
|---|--------------------------|---------------------------------|--------------------------|
| Start a folder to keep all records, assessments, etc... | | | |
| Download the Idaho <i>Moving On</i> Binder www.idahotc.com Use search filed to search <i>Moving On</i> Binder | <input type="checkbox"/> | | |
| By age 14, be sure to develop goals to support independent living and employment . Functional goals on Plans. <ul style="list-style-type: none"> ✓ budget, money management skill ✓ identification and comprehension ✓ filling out forms, signing checks, writing resumes ✓ Computer usage | <input type="checkbox"/> | <input type="checkbox"/> | |
| Apply for Supplemental Security Income as an adult. | | <input type="checkbox"/> | |
| Download <i>Turning 18 in Idaho: A Survival Guide for Teenagers</i> www.isb.idaho.gov | <input type="checkbox"/> | <input type="checkbox"/> | |
| At age 18, a student has the right to make all decisions in relation to education, employment unless the family has been awarded guardianship by the courts. | | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply for Adult Developmental Disability Services Follow instruction in <i>A Step by Step Guide</i> www.healthandwelfare.idaho.gov ⇒ Medical ⇒ Developmental Disabilities Left hand menu ⇒ Adult Care Management | | <input type="checkbox"/> 18½ | |
| To contact Adult DD Services Call Idaho Careline: 2-1-1 or 1(800) 926-2588 for contact information www.healthandwelfare.idaho.gov Select "Regional Contact Information" | | <input type="checkbox"/> 18½ | |
| Discuss future service path way: Traditional or Self-Direction www.healthandwelfare.idaho.gov ⇒ Medical ⇒ Developmental Disabilities Left hand menu ⇒ Adult Care Management ⇒ Self- Direction | | <input type="checkbox"/> | <input type="checkbox"/> |
| Children's DD Services End | | | <input type="checkbox"/> |
| Adult DD Services Begin | | | <input type="checkbox"/> |